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ABSTRACT

Collected in this report are context, input, process, and product evaluations of the early childhood education (ECE) programs of the Des Moines Independent Community School District. Context evaluations concern: (1) the Des Moines Preschool Program; (2) the School-age Child Care Program; (3) the Cowles Children's Center, a full-day preschool/child care center; (4) the Early Childhood Special Education (ECSE) Program; (5) Head Start; and (6) the district's kindergarten program. Input and product evaluations concern all of the above plus all fee-based programs. Process evaluations concern preschool, child care, kindergarten, ECSE, and Head Start programs. The context evaluations concern state policies governing programs, standards, and regulations; provide program descriptions; identify program needs; state goals; and report improvements. Input evaluations provide information concerning budget and sources of revenue, materials and equipment, and program schedules. All fee-based programs are discussed in terms of community resources and other program features. Process evaluations state 1989 program goals, include job descriptions, and report on management systems and inservice and staff development. Most provide a statement of administrative responsibility and the goals of coordinator, consultant, or supervisor. Product evaluations vary, with most reporting adherence to standards, policies, or regulations; some provide information on other program products and report test results. (RH)

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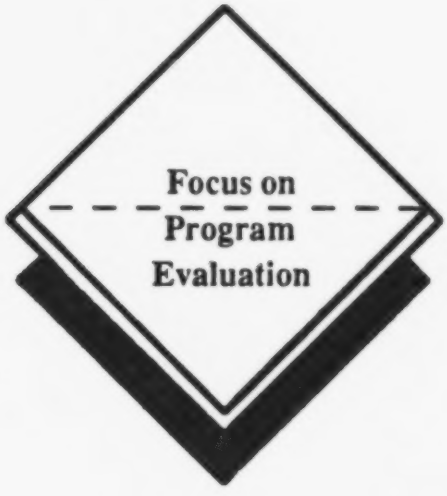
Des Moines Independent Community School District
Des Moines, Iowa

EARLY CHILDHOOD EDUCATION
Planning/Evaluation Report

June 1990



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Program Evaluation
Early Childhood Education
Abstract
June 1990

This report is a cooperative venture involving input from several programs. Through collaboration, an exciting array of services for young children was reviewed which produced a synergy of ideas for the future.

The Des Moines Independent Community School District is a leader in the Des Moines early childhood community with well-trained teachers and high quality programs. These programs may differ by name, hours of operation, and scope of services, but they do not differ qualitatively. They are a response to funding opportunities and the expressed need of the Des Moines community. They are based on support, financing and knowledge of good practice in early childhood development.

These high quality programs provide children with developmentally appropriate experiences to develop the cognitive, affective, social, and physical abilities of each child. They involve the family in the decisions that are made regarding their child's care and education.

The primary budget expenses are for salaries and benefits for the staff of the early childhood programs. This includes 128 teachers, 126 child caregivers, 64 associates, as well as administrative, consultative, and clerical support personnel.

There are 7093 children served in the following programs:

• Des Moines Preschool Program	913	children
• School-age Child Care Program	2,741	children
• Cowles Children's Center	128	children
• Early Childhood Special Education	325	children
• Head Start	346	children
• Kindergarten	2,640	children

The needs of the early childhood programs include providing preschool opportunities for all children in order to provide a more equitable beginning; staff and equipment for a developmentally appropriate curriculum; opportunities for teachers to obtain early childhood certification; support personnel to coordinate efforts in early childhood programs; comprehensive services to children and families; and active partnerships with parents and community, including businesses and agencies.

A comprehensive study has been completed which has implications for future direction in the Des Moines Schools. Collaboration and cooperation must be increased to provide continuity with other programs for young children Programs must be sufficiently high in quality to benefit children now and also in their future schooling and adulthood.

EARLY CHILDHOOD PROGRAMS

DES MOINES PRESCHOOL PROGRAM AND CHILD CARE SERVICES

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JUNE 1990

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JUNE 1990

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JUNE 1990

HEAD START SERVING THREE, FOUR AND FIVE YEAR OLDS

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JUNE 1990

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DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
DES MOINES, IOWA

DISTRICT MISSION STATEMENT

"The Des Moines Independent Community School District will provide a quality educational program to a diverse community of students where all are expected to learn."

EARLY CHILDHOOD PHILOSOPHY

Early childhood is the time which allows children from birth through age 8 the freedom to explore, ask questions, and create. A child must learn to live with self, parents, and friends; and to approach the world with curiosity and disposition for life-long learning. Educational experiences must focus on activities which develop social skills, physical abilities, intellectual functioning, and basic life skills.

Early childhood programs have a responsibility to help all children develop to their maximum potential. This requires recognizing each child's individual maturity level and providing experiences and comprehensive services to encourage further development. We believe the family is the most constant influence and has the greatest impact on a child's life.

CONTEXT EVALUATIONS

EARLY CHILDHOOD HISTORICAL PERSPECTIVES

The Des Moines School District has a remarkable history of commitment to early childhood education. Since 1884, when the Des Moines Schools started the second kindergarten program in the nation, our school system has been a leader in providing a sound education for our young children. By 1897, all eleven buildings had a half-day program for five-year-olds. Throughout the first part of the twentieth century, the half-day kindergartens were directed and improved under the auspices of the Elementary Department.

Early childhood education promotes the characteristics our culture values, that of personal initiative, working together to solve problems, and tolerance and respect for others. It has been suggested that early childhood education may be more important and more demanding than any instruction that follows.

With the national focus on the importance of early experiences, the District initiated several new programs in the sixties and seventies.

In 1965, the Des Moines Head Start Program for three and four year olds was established with federal dollars. The program began as a summer experimental project, serving low-income families within designated site areas. In 1990, Head Start is serving 314 federally funded clients and 32 state-funded children within the Des Moines Public Schools. It is estimated there are over 1500 eligible children still unserved by the program.

From 1973 until 1976, the Des Moines Schools sponsored the Soul Street Center for three and four-year-olds. This center was funded for three years by the United Methodist Fund for Reconciliation, the United Black Federation, the Polk County Board of Welfare, the Social Security Act IVA, and the local school district. The Soul Street Center, which combined Montessori and visual literacy techniques, was discontinued when funding was withdrawn.

The Des Moines Public Schools has provided Early Childhood Special Education Services since approximately 1973. During the early years, center based classroom programs were offered for hearing impaired, mentally disabled, and physically handicapped three and four year old children at Smouse and Ruby Van Meter Schools and the Easter Seal Center. In the fall of 1976, services in Des Moines were expanded to include all handicapped preschool children from birth through age six.

Early Learning Centers were funded under the Title I program in the mid-seventies. Unlike Head Start, these centers were not able to survive the budget cuts of the eighties.

In 1975 the Department of Community/Adult Education initiated a fee-based preschool program for children three, four, and five years of age. In response to increased interest and need, these District preschool classes expanded by 1977 to twenty locations with 1177 children enrolled. Due to a shortage of classroom space, there are currently sixteen preschool sites serving 913 children. The preschool program is designed to support the home and family structure through educational activities and services that will help each child to feel happy, secure and capable, and to develop a positive attitude toward self, school, and learning.

The Des Moines Public Schools broadened the opportunities for the care and education of young children in the seventies and eighties.

The District has been a leader in the trend for school-based child care. The Before and After School Care Survey in 1978, in all elementary schools, conducted by the Before and After School Child Care Task Force of the Child Care Barrier Planning Council, documented the community need for school-age child care and the parental interest in programs being located in elementary schools. The Board approved the child care concept in the fall of 1979. Programs began at Hillis Elementary School and Hanawalt Elementary School in the Spring of 1980. Services were expanded each year and became available in all elementary buildings in 1988. Full-day child care at regional centers on school holidays, vacations, and summer months began in 1988.

As a part of the desegregation movement in 1976, the District established extended day kindergartens. Each group was composed of approximately half minority and half non-minority children by means of a voluntary transfer of children between neighborhoods. In 1982, extended day programs were instituted for limited English speaking children. The extended day program presently has twelve sites serving approximately 300 children including two sites for students who are learning English as a second language. The voluntary transfer of children is monitored by the Department of Intercultural Programs.

As a part of the early intervention effort of the Plan for Excellence, a kindergarten enrichment program was implemented during the 1985-86 school year. In this program, children identified with needs are provided with an additional half-day program specifically designed to provide experiences which will enrich their background to contribute to future school success. There are currently seventeen sessions of kindergarten enrichment in elementary buildings with a maximum enrollment of 15 each.

During 1986-87, eight kindergarten/first grade (K/1) transitional classrooms were also implemented as a Plan for Excellence effort designed to provide an extra year's experiences for those students who were determined unable to begin first grade after completing kindergarten. There are currently five self-contained K/1 rooms. In addition, a pilot program at King Elementary School helps integrate fifteen identified K/1 students into first grade. Children identified in the Neighborhood School Project receive help within the first grade classroom at 10 elementary schools from two itinerant teachers.

On May 19, 1987, the Board of Education authorized a fee-based, full-day, year around preschool/child care program at the Cowles Building for children three to five years of age. The Cowles Children's Center opened on August 24, 1987, and is licensed for 128 children. Enrollment is at capacity. The Board approved the extension of the child care program to serve ages 6-weeks to 3-years in March of 1989, and infants and toddlers began attending in August, 1989.

EARLY CHILDHOOD STUDIES

Four early childhood studies have been conducted in the past six years.

The Plan for Excellence in 1984 recommended that a preschool/child care program be implemented for children four years old, beginning in four schools. It was noted this program was not financially feasible without additional funds. A recommendation was also made to establish full-day kindergartens coordinated with the program for four-year-olds for children to obtain long term benefits of quality education.

In 1986, the Educational Forum Report on early childhood education concurred with the recommendations of 1984. In addition, it was suggested that programs for four-year-olds be maintained; that funds be allocated to half-day kindergarten programs to alleviate large classes, limited equipment/materials, and lack of teacher associates; and that a free, optional, preschool program for all four-year-olds be initiated, followed by all-day kindergarten.

The Director of Elementary Education appointed a steering committee in November 1988, to make a comprehensive study of early childhood and the implications for the District. The committee recommended the following priorities:

- Five-year-olds. Place in heterogeneous all-day programs with developmentally appropriate curriculum with a ratio of 18 to 1.
- Four-year-olds. Place in heterogeneous school based programs with developmentally appropriate activities with a ratio of 12 to 1, optional attendance.

To support these goals, the committee considered the following program conditions to be imperative.

- Flexible scheduling for four/five-year-olds should be provided to meet the needs of parents from 6:00 a.m. to 6:00 p.m.
- Active partnerships should be developed with parents and community, including businesses and agencies to provide services.
- Kindergarten and primary classrooms should be staffed and equipped for a developmentally appropriate curriculum.
- The District should arrange for classes to be coordinated with a college to update and provide training for teachers and administrators. District inservice of staff should be an integral part of program development and implementation.
- Students should continue to be accepted without formalized testing.
- Standardized testing should be minimized.
- A counselor should be provided in each school. A child study team should be allocated more time in buildings to observe students.

An Early Childhood Education Advisory Committee was assembled by the Board of Education in October, 1989, to study and provide recommendations to the Board and the Iowa Department of Education relating to existing early childhood programs and the need for additional programs in the community. Public and private providers and parents gave testimony at a public hearing in January. A planning conference in Newton was also held in January 1990. The committee recommended that a need exists for the following programs for young children:

- All-day every-day kindergarten
- Before and after school child care
- Child care during school holidays and vacations
- Pre-kindergarten at-risk programs
- School based prekindergarten programs

The findings of these four studies parallel findings on a national level which reflect that all four-year-olds should have the option of preschool opportunities, that kindergartens should provide for an all-day experience, that early childhood personnel be given training to reflect developmental levels of young children, that adequate resources both in personnel and materials be provided, and that curriculum and resources be reviewed with regard to sex stereotyping and cultural differences.

M. J. Guralnick in 1981 and Strain and Odom in 1986 studied the educational benefits of placement in an integrated setting. Developmentally delayed children derive benefits in communication, attention, social behavior, and learning skills. Integrated programs allow nondisabled children to accept individual differences at an early age. Many other studies show that placement in community early childhood service sites must be supported (Rule, 1987 and Northcott, 1978) with qualified staff, preservices and inservice experiences relating to integration of children with handicapping conditions. Systematic opportunities for positive interaction between handicapped and nonhandicapped peers must be planned (Bricker, 1978; Guralnick, 1976).

Studies conducted on the effect of Head Start on children and families have indicated many positive results. These results include immediate gains in cognitive test scores, socio-emotional test scores and health status, and the likelihood of children being promoted to the next grade without being assigned to special education classes. Research has supported smaller class sizes, developmentally appropriate practices for young children, parent involvement in education, and the benefits of offering comprehensive services. Although many studies have been conducted over the past decade, these findings only serve to reinforce current Head Start policies.

A study by the First Baptist Human Care Foundation (1988) says that the need for child care in Des Moines is "continuing to grow at an alarming rate and child care facilities are not available." According to a report by Hatch Associates (1987), there is a serious need for child care in Des Moines. There is a big gap between the supply and demand for child care and early education. Research shows that if young children are provided with safe, nurturing, and stimulating environments they will experience fewer social, physical and learning problems as they grow toward adulthood. High quality child care programs have significant impact upon a child's ability to succeed in school. According to studies done by the High/Scope Educational Research Foundation in Ypsilanti, Michigan, just one year of high-quality preschool before kindergarten cuts the likelihood that a child will become a dropout by one-third. Early learning experiences form the foundations for later success.

The Council of Chief State School Officers, the National Association of State Boards of Education, the American Academy of Pediatrics and the Economic Development Committee have concurred that the early childhood period is both the period of greatest vulnerability and greatest opportunity for investment in the future of our society and our economy. The educational services needed include infant care programs, toddler and preschool programs in both part-day and child care models, kindergarten, early schooling for children at-risk, Head Start, and special education activities for children with developmental deficits.

Guided by research and the suggestions of early childhood professionals, the National Association for the Education of Young Children (NAEYC) set out in 1978 the features of high quality, developmentally appropriate early childhood experiences for young children ages birth through eight. (See Appendix A.) The concept of developmental appropriateness forms the core of the standards of quality for experiences planned for the age span of the child and the needs, interests, and strengths of the individual child through child-initiated and teacher supported play.

DES MOINES PRESCHOOL AND CHILD CARE PROGRAM
GOVERNING POLICIES, STANDARDS, AND REGULATIONS

The following policies, standards, and regulations govern the Des Moines preschool and child care programs.

279.49 Child day care programs.
The board of directors of a school corporation may operate or contract for the operation of a program to provide child day care to children not enrolled in school or to students enrolled in kindergarten through grade six before and after school, or to both. The person employed to be responsible for coordinating a program operated by a board shall be an appropriately certificated teacher under chapter 260 or the program operated by contract with the board shall be licensed as a child care center under chapter 237A. The board shall require the employment of adequate personnel for a program to meet the personnel standards adopted by the Department of Human Services pursuant to section 237A.12, subsection 1.

The board shall establish a fee for the cost of participation in a program. The parent or guardian of a child participating in a program is responsible for payment of the fee and for transportation of the child. The fee shall cover staffing costs and other necessary expenses as deemed appropriate by the board.

85 Acts, ch 173, §26 HF 451

Child Care Centers and Preschools. The Iowa Department of Human Services has been delegated authority in Chapter 237A of the Code of Iowa to promulgate rules setting minimum standards for licensing of child care and preschool facilities. The child care center minimum requirements are found in Chapter 441-109 of the Iowa Administrative Code, revised 1988.

Child and Adult Care Food Programs. Reimbursement for cost of food items for nutritional food services.

Department of Human Services. Contracted Agreement for subsidizing child care fees.

Des Moines Independent Community School District. District policies for educational and employment equity.

Reference Board Policies

Series	600
Code	614
Series	400
Code	411

DES MOINES PRESCHOOL
PROGRAM DESCRIPTION

Preschool rooms are located in eight elementary buildings, the Kurtz building, and rental spaces in seven churches in geographic areas where space is critical in District buildings. Each room serves 15-24 children per section. Classes are scheduled mornings or afternoons for one, two or three days a week, through the school year. A summer session at regional sites is offered in June of each year.

For 1989-90 Fall/Spring sessions, there are 913 children attending in 33 classes, at sixteen locations. A summer session in June 1989 at regional locations enrolled 73 children. Any child who is three years old by September 15 is eligible to participate. Preschool handicapped children are integrated through funding of the Special Education Department.

An enrollment fee (nonrefundable) of $10.00 is required at the time of registration to be used for purchasing equipment and basic supplies. The preschool program is entirely self-supporting with tuition at $3.75 per day for the 1989-90 school year.

Enrollment for Summer 1989

3 sites 73 children
Kurtz, Hanawalt, and Grace Lutheran Church

September 1989-May 1990

Sections	Morning Sections	Afternoon Sections	Total
One-day (2 hours) sessions per week	5	0	5
Two-day (2 hours each) sessions per week	9	2	11
Three-day (2 hours each) sessions per week	11	6	17
		Total Sections	**33**

Enrollment for 16 preschool sites

Entrance Age		
3 years old	250	
4 years old	509	Eligible to attend Kindergarten September 1990
5 years old	62	Eligible to attend Kindergarten September 1989
Total Unduplicated Enrollment	**821**	

Total enrollment of 913 includes children enrolled in more than one section. There were 61 children enrolled in three different sections and 31 children were enrolled in two different sections.

INSTRUCTIONAL METHODS. Certified, experienced staff provide an enriched learning environment of structured and unstructured activities in language, music, art, health, science, mathematics, dramatic play, and physical activity. Daily activities are based on experiences that are developmentally appropriate for the age and stage of development of each child with a balance between self-directed and group activities.

The preschool curriculum is not a curriculum "package," but rather the ideas and attitudes are the basis of the curriculum that are applied to each unique set of circumstances. A good curriculum for young children must be developmentally appropriate, based on a knowledge of normal child development and what is known about each child's interest, abilities, needs, and background.

Early childhood teachers do not follow a prescribed course of study as in science or history. Nor can they simply react to what happens each day with no plans in mind. The preschool program addresses all aspects of a child's development: socio-emotional, cognitive, and physical. The instructional approach provides direction for what happens in a "planned environment" where children interact with materials, adults, and other children.

Use of Strategies in Early Childhood (Waupun) developmental objectives provide continuity from preschool to kindergarten. These materials are used to guide planning for individual children in the auditory, verbal, visual, or motor areas.

Children are screened in hearing, vision, and speech to detect any problems that may interfere with later learning. Referrals are also made to appropriate specialists for more indepth evaluations in order to help or eliminate problems before more formal instruction begins.

Emphasis is placed on parent involvement to strengthen the cooperation of parents in the education of their children and encourage positive two-way communication between home and school. Parents attend orientation programs, parent conferences, parent education sessions, and advisory council meetings. They participate in the classroom, provide snacks, and assist with field trips.

IDENTIFICATION OF NEEDS

There is a lack of space for preschool programs in elementary buildings. Preschool classes have been moved many times in the past fifteen years. Elementary classroom space became available in 1983 with the reorganization of 6th grade to middle schools. However, by 1989, many elementary buildings were again unable to house the preschools. Many classes have been moved to rental space in churches. Classes were consolidated or additional sections were opened at continuing sites.

Preschool education for all four-year-old children is a primary area of concern. This crucial phase of the developmental life of the child is a legitimate part of equal educational opportunity of public education. As theories and research suggest, the opportunities for socialization that preschool education provides is a basic developmental need for all children, without regard to income, educational levels of the parents, or other aspects of the home. The present Des Moines programming provides for the handicapped children, the economically deprived children, and those whose families pay a fixed charge. A large group of four-year-old children do not have a preschool experience.

Many young children have both parents working or live in single parent homes. Programs that operate year around for the full working day are more responsive to the needs of children and families than part-day programs.

There is a great need for improved communication, articulation and transition among early childhood programs and elementary grades. Increased efforts for emphasis on continuity and smooth transitions will increase the quality and effectiveness of programs for all young children.

Early childhood teachers should have Early Childhood Education Certification.

GOALS

The Des Moines Preschool Program is designed to support the home and family structure through educational activities and services that will help each child develop a positive attitude toward self, school, and learning. The focus is on the specific needs and characteristics of three, four, and five year old children and their families.

The major goals of the Des Moines Preschool Program are:

- to use the principles of growth and development as a foundation for teaching and learning.
- to provide a planned, comprehensive program of experiences designed to develop the cognitive, effective, social and physical abilities of each child.
- to provide a learning environment which facilitates productive thinking, learning, and living.

All the daily activities are planned to meet needs in personal-social, motor, aesthetic, language, emotional, and cognitive skill areas; to help children develop a healthy self-concept, to solve problems through divergent thinking, to respect others, to refine their skills, and to increase motivation and achievement.

IMPROVEMENTS

Preschool handicapped children have been integrated into the Des Moines Preschool Program since 1985. This has been of value to all children and families in the development of understanding, acceptance, and realistic expectations. Staff is given training and consultation assistance through the Early Childhood Special Education Department.

A Preschool Curriculum Committee was established in response to the Educational Forum Recommendations of 1988. The Des Moines Preschool Curriculum was studied and revised to reflect the continued interpretation of the nature of appropriate developmental learning for preschool children, in contrast to formal academics. Particular emphasis was given to equity in program resources. Emphasis has been increased on communication and articulation with other programs.

SCHOOL-AGE CHILD CARE
PROGRAM DESCRIPTION

Before and after school child care services are available in 39 elementary buildings. Child care programs are located in gyms, cafeterias, auditoriums, and media centers from 7:00 a.m. until school begins and after school until 5:30 p.m. On days when school is not in session, full day child care is offered at regional locations which are Cowles Community Education Center, Park Avenue Elementary School, and Brooks Elementary School.

Over 2700 children have been enrolled in school-age child care for 1989-90. Major growth in this program has occurred in the last four years.

Parent fees for 1989-90 are $22 per week for supervision both before and after school; $11 for before school only, or $14 for after school only. Child care services are totally self-supporting and no general budget funds are used. Fees are subsidized for eligible families by the State of Iowa Promise Jobs Program, Polk County Department of Social Services, and the Polk County Child Care Resource Center.

Enrollment July 1, 1989-May 31, 1990

39 Locations

Grade Level	Before School	After School	Total
Kindergarten	274	230	504
First Grade	263	265	528
Second Grade	301	277	578
Third Grade	261	236	497
Fourth Grade	215	207	422
Fifth Grade	131	82	213
Totals	1445	1297	2742

Enrollment—Regional Sites for full days

Regional Sites	1989 Summer	1989 Fall Conferences	Winter Break	Mar 5, 1990 Inservice	1990 Spring Conference	Spring Vacation
Brooks	0	17	10	13	13	0
Cowles	90	94	40	50	72	57
Park Avenue	0	37	20	24	32	26
Totals	90	148	70	87	117	83

INSTRUCTIONAL METHODS. School-age child care exists to meet the needs of working parents and their children. During the years the child may be in day care, most of his/her developmental needs will continue to be met by both home and school. The child care program strives for more of the home characteristics and seeks to compliment rather than supplement the school's program. Emphasis is placed on promoting a positive self-concept for each child and self-directed activities offer opportunities to meet the social, emotional, physical, and cognitive needs of the children.

In contrast to the highly structured school day, activities range from quiet to active and most of the activities are self or group directed rather than adult directed. Morning activities include table games, puzzles, arts & crafts and help with homework. Afternoon activities are more recreational with developmentally appropriate choices of activities again provided. A nutritional snack is provided through the Food Service Department.

Parents contribute to planning the curriculum with their hobbies, skills, talents, and ideas. They also share with staff the information about activities their children enjoy. Special activities are provided by 4-H, Campfire, the Arts and Recreation Council, and the various enrichment classes offered at the elementary buildings.

IDENTIFICATION OF NEEDS

Lack of space in elementary buildings is a critical problem. Children benefit from a relaxed setting they can call their own in which to interact with peers, be alone, play, study, and display their art work and projects. Adequate, appropriate space would also provide the opportunity for more children to participate.

There is a need for qualified, responsible child care workers to staff the child care programs and to substitute during regular staff absences.

GOALS

The goals of the School-age Child Care Program are:

- to provide a quality, affordable program that parents can rely upon throughout the year within the Des Moines District Schools.
- to serve children of parents who are employed or in training by providing child care services on school days from 7:00 a.m. until school starts and after school is out until 5:30 p.m.; and full day child care on days when school is not in session.
- to meet the needs of families by involving the community in an advisory committee for establishing policies and procedures and evaluating outcomes of the program.
- to meet the developmental needs of children through providing a variety of activities designed for the ages of the children and the needs of the individual child.
- to provide a safe environment for children by requiring compliance with school safety rules and first aid/CPR certification of staff who are directly responsible for children.
- to provide low cost child care by maintaining a self-supporting parent fee basis and by collaborating with other agencies to provide subsidized child care.

IMPROVEMENTS

A contract with the Polk County Department of Social Services provides subsidized child care for eligible families.

Elementary principals are requesting special child care services for staff inservices and other programs.

Information and documentation was provided to the PER Board to enable caregivers to vote to become affiliated with AFSCME.

A variety of video tapes were purchased and indexed to be used by the child care program. Video cassette players were purchased for every building to be used by both child care and school staff. Complete sets of World Book Encyclopedia were purchased for twelve elementary buildings.

There is increased recognition and support by K-5 staff of the value of child care services.

COWLES CHILDREN'S CENTER
PROGRAM DESCRIPTION

This full-day, year around program provides child care and educational experiences for children from 6-weeks to 6-years of age. Classrooms are located in the east wing of the Cowles building. There are six large classrooms licensed by the Department of Human Services for 128 children. Two rooms open out to a large outdoor play area. The children also enjoy the use of the gym and the cafeteria.

Enrollment is at licensed capacity of 128 children. The children of employees of the Des Moines Public Schools comprise 90% of the enrollment. There have been 22 preschool handicapped children integrated into the program at some time during the 1989-90 school year.

There is a $15 annual registration fee per child. The fees vary according to the age of the child and the number of hours and days of attendance. (*See Input Evaluation of Cowles Children's Center for fee schedule, p. 29.*)

Enrollment is from July 1, 1989 to May 31, 1990 and is listed by age in the following table:

Age	No. of Children
6-weeks to 16-months	16
16-months to 2-years	21
2-years to 3-years	26
3-years to 5-years	48
No. attending Cowles Kindergarten	17
Total	128

There is a waiting list for Fall 1990. First priority will be given to children needing full-time care.

INSTRUCTIONAL METHODS. The curriculum is designed to focus on the development of the total child. The activities vary according to the needs of the children and include a wide range of experiences which lay the foundation for later academic learning. Interaction with peers is regarded as being of primary importance in both cognitive and social development. Children choose from daily activities offered in an open setting. Both indoor and outdoor learning experiences are provided. There is time for active play as well as time to relax in quiet. All children have the opportunity to learn to grow through a wide variety of experiences. A morning snack, hot lunch, and afternoon snack are provided through the Food Service Department. All activities are planned to meet the needs in personal, social, motor, aesthetic, language, emotional, and cognitive skill areas.

Children who attend kindergarten at Cowles are eligible for fee-based child care services.

Parent involvement is encouraged in every aspect of the program.

IDENTIFICATION OF NEEDS

1. There is a critical need for qualified child care workers in the Des Moines area.
2. Expansion of full-day child care services to additional areas of the District will help families who need child care that is accessible, affordable, and developmentally appropriate for the age of the child.

GOALS

The primary goals of this full day, 12-month program are to provide a nurturing developmentally appropriate environment for young children between the ages of 6-weeks and 6-years; to support and build positive relationships with parents; to offer children a variety of activities; to aid their physical, social, emotional, and cognitive growth according to developmental principles; and to encourage the development of social skills, language skills, self help skills, and independence.

IMPROVEMENTS

1. The Parent Handbook was reviewed and revised in Spring 1989.
2. A heavy emphasis at inservice meetings has been placed on developmentally appropriate practices.
3. Expansion of the program to provide services to children 6-weeks old to 3-years old has helped to provide continuity of care for many children.
4. A contract with the Polk County Department of Social Services is being negotiated for subsidized child care for young children.

KINDERGARTEN PROGRAM
GOVERNING POLICIES, STANDARDS, AND REGULATIONS

State of Iowa Standards (July, 1989) 12.5(2) Kindergarten program: The kindergarten program shall include experiences designed to develop healthy emotional and social habits and growth in the language arts and communication skills, as well as a capacity for the completion of individual tasks, and protect and increase physical well-being with attention given to experiences relating to the development of life skills and human growth and development. A kindergarten teacher shall be certificated to teach in kindergarten. An accredited nonpublic school must meet the requirements of this subsection only if the nonpublic school offers a kindergarten program.

PROGRAM DESCRIPTION

There are currently 99 sessions of half-day kindergarten supervised by 40 full-time and 20 half-time teachers. Of the half-time teachers, eight are employed either as kindergarten enrichment or Des Moines Plan math the alternate half-day. There are twelve extended day kindergartens including two English as a Second Language classrooms. There are seventeen sessions of half-day Des Moines Plan kindergarten enrichment and five self-contained K/1 all-day sessions.

The current program includes developmental objectives under Strategies in Early Childhood and subject area objectives in each area. These are in the Early Childhood Curriculum Guide on file in the Department of Elementary Education.

The total enrollment is approximately 2,640.

INSTRUCTIONAL METHODS. Teachers are encouraged to employ developmentally appropriate practices as recommended by the National Association for the Education of Young Children including those recommended by the subject area supervisor. Children should have opportunities to actively explore, experiment and problem-solve.

IDENTIFICATION OF NEEDS

The first need is to provide equity for early childhood. At the present time, those four year old children whose families are at the lowest economic level may be served by Head Start. Those children whose families can afford it may attend the Des Moines Preschool Program. There are a vast number of children who are between those two programs and are not served and often begin school with needs. All children need opportunities for preschool opportunities in order to provide an equitable background.

The enrollments per classroom nationally and locally is higher than recommended by the National Association for the Education of Young Children. (*See committee recommendations of January 1990, p. 4.*) Many children enter from preschools with a ratio of 1:8 and the availability of a variety of resources. During the first year of public school, the child is faced with a ratio of approximately 1:23 and with fewer material resources. Funds have not been available to provide adequate support for either staff or additional materials. New manipulative materials have been provided by the math, reading, and science programs but the kindergarten rooms are lacking much to bring them to basic National Association for the Education of Young Children's standards.

The early childhood endorsement for kindergarten teachers is being strongly encouraged at the state level. Although we have many fine, dedicated teachers, twenty of the seventy-two in the half-day and extended day program are reported by the Personnel Office as having this endorsement. This training is essential in strengthening and updating our teaching strategies and techniques. Staff development efforts need to be coordinated with a cooperating college or university to facilitate obtaining this training/endorsement. Additional inservice time is needed for district staff training also.

Another basic need is to provide support personnel with a supervising early childhood specialist to coordinate all efforts in this area. This is essential as early childhood education receives more emphasis and funding.

There is a need to develop more active partnerships with parents and community. The parent should be viewed as the specialist regarding each child. The partnerships should include businesses and agencies to provide comprehensive services.

GOALS

The major goals of kindergarten are:

- to use the principles of growth and development as a foundation for teaching and learning.
- to provide a planned, comprehensive program of experiences designed to develop the cognitive, affective, social and physical abilities of each child.
- to provide a learning environment which facilitates productive thinking, learning, and living.

IMPROVEMENTS

A comprehensive study of successful programs, trends, curriculum and guidelines was completed in January, 1990 to ascertain a firm direction for improvement in early childhood programs for the Des Moines Schools. This study and prioritizing of needs was done in conjunction with a committee representing many community agencies and interests. As a district, we need to be ready to provide the very best beginning. This study and recommendations will assist in these efforts.

A revised Early Childhood Curriculum Guide was completed and distributed in September, 1989. The guide contains seven sections including suggestions for opening of school, planning, Strategies in Early Childhood, subject area curriculum objectives, record keeping and suggestions for communicating with parents.

An effort has been made to cooperate and collaborate more effectively with other early childhood personnel and programs to provide continuity for children.

Efforts have been made to encourage teachers to provide developmentally appropriate activities and to become more informed about research findings in the patterns of learning in early childhood.

EARLY CHILDHOOD SPECIAL EDUCATION
GOVERNING POLICIES, STANDARDS, AND REGULATIONS

The Early Childhood Special Education program is governed by various state and federal regulations. PL 99-457, the Education for All Handicapped Children Act of 1975, allowed for voluntary participation by states in providing special education programs and services to preschool aged children. That same year the State of Iowa chose to extend these services to include children starting at birth.

PL 99-457, the Education of the Handicapped Act Amendments of 1986, created a new mandate for state education agencies to serve all three, four and five year old handicapped children by 1990-91. This was achieved by lowering the mandate of PL 94-142 to age three. Under this new program, all children, aged three to five, are eligible for services if they are handicapped according to the diagnostic categories of 94-142. Another change includes parental instruction as an allowable cost. Part H of PL 99-457 also provides for voluntary participation by states in a program to serve infants, toddlers and their families (birth-2). Iowa has chosen to participate and is in its third year of funding, leading to full implementation by January, 1992.

Rules and guidelines for the Early Childhood Special Education programs are also found in the Iowa Code, the Iowa Rules of Special Education and the Iowa Criteria for Preschool Handicapped.

PROGRAM DESCRIPTION

Approximately 100 children, birth to age three, are served in the Infant/Toddler program. In this program, regular visits to a child's home or care center are provided by early childhood home intervention teachers. During these visits, developmental activities are demonstrated and taught so that parents and care providers can incorporate the activities in the child's everyday routines. The teacher assists the parents in obtaining necessary resources, solve problems and develop new strategies that will help with their child's development. Other components of this program include participation in a parent/child play group, parent-to-parent discussion groups and parent education workshops. A toy lending library, sponsored by the Variety Club of Iowa, also is available.

In the preschool program for children ages three to six, approximately 200 students are served. A half-day classroom experience in a school is provided for three to six year olds who have various disabilities. The children are provided transportation to the program where a certified Early Childhood Special Education teacher and a classroom associate direct individual and group activities that relate to the child's special education plans and promote each child's total development.

In order to be eligible for either component of the program, the child must be delayed in one or more areas of development. The delays are determined by evaluations in the following areas: hearing, vision, cognition, communication, socialization, gross or fine motor development and behavior.

Students under the age of three are evaluated by a special Early Childhood Special Education team. Students from the ages of three to six are evaluated by building teams at their neighborhood schools prior to referral to the Early Childhood Special Education program. Children who qualify just for speech/language services are provided these services by the building level speech-language pathologist. An additional 130 preschoolers are served in this way. Many other preschoolers are evaluated but do not qualify for services.

The Early Childhood Special Education program operates under the philosophy that early intervention is effective in minimizing the effects of atypical or delayed development in children and in maximizing a child's growth and development. All children have the right to achieve their maximum possible potential. The family is the most constant influence and has the greatest impact on a child's development and, therefore, has the right to share in decisions and gain information regarding their child's care and education.

INSTRUCTIONAL METHODS. Teaching methods reflect accepted appropriate early childhood practices. Activities are experiential with age-appropriate materials and equipment.

Each Early Childhood Special Education teacher provides experiences in the following ways:

1. Art and Sensory Activities. These provide opportunities for children to develop fine motor skills, refine sensory perceptions, develop creativity and enhance cognitive concepts. Children learn to attend to a task, carry it through to completion and appreciate the product in art activities.
2. Circle Times. The basic need for the child during this time is to learn to function as a member of a group. This time also serves as an opportunity to set the stage for the day's learning activities, to encourage language interaction and to generalize previous learning which has taken place in small groups. Circle times take into account the children's attention span, interests and developmental abilities.
3. Gross Motor. Children should have at least one daily experience in the gross motor area in order to release energy and to prepare for quiet activities. It is important that the activity be implemented to encourage skill acquisition as well as to promote body perception, awareness of the environment, peer interaction, spontaneous language and to improve self-concept.
4. Play Time. Children of all ages need uninterrupted periods of time to become involved in, investigate, select and persist at activities. Self-confidence is increased as they learn to recognize and solve problems and to make their own decisions. The teacher prepares the environment with stimulating and challenging activity selections and facilitates the children's participation.
5. Snack Time. This serves to meet nutritional and educational needs of the children. This activity encourages spontaneity, language development, thinking, reasoning and social interaction skills.

A unique program being piloted during 1989-90 includes a group of neighborhood preschoolers and early childhood special education students receiving instruction in the same classroom. This provides the Early Childhood Special Education students with appropriate modeling from their peers while helping the other preschoolers develop an accepting attitude toward children with handicaps.

A Least Restrictive Environment (LRE) facilitator is employed by the Early Childhood Special Education program to assist other preschools in providing appropriate opportunities for preschoolers with special education needs in a regular preschool setting. Tuition is charged for these students and paid for with special education funds.

Students in the Early Childhood Special Education programs at Cowles are provided integration opportunities on a tuition basis with the preschoolers in the other Cowles' programs. Other Early Childhood Special Education students are provided integration opportunities in Head Start programs.

IDENTIFICATION OF NEEDS

There is a tremendous need for an expansion of integration options for preschool aged children as research indicates that there are significant advantages for both sets of children. Until more integration opportunities are available within the Des Moines Public Schools, tuition will have to be paid to private preschools. Additional facilitators may need to be employed to assist staff, as more parents demand integration opportunities for their children.

Currently, some of the Early Childhood Special Education classes are in schools which are not handicapped accessible. This hinders our efforts to place children in their high school attendance areas.

Preschool classes should also be in rooms which are designed for young children. It is important that restrooms be located in the classroom due to the large number of children who are in need of toilet training.

In a survey of consumers done by the Iowa Governor's Planning Council for Developmental Disabilities, dissatisfaction with lack of integration and the length of bus rides was cited statewide. While bus rides are being shortened by returning children to their neighborhoods, the lack of integration opportunities still exist for Early Childhood Special Education children. It would be desirable to have fee-based preschool classes, Head Start classes and Early Childhood Special Education classes in the same location. The integration that has been done with these programs has been beneficial.

There is a need to provide inservice so that staff is able to program for the new children being identified. These include cocaine babies, other drug affected babies and babies with fetal alcohol syndrome.

GOALS

The Early Childhood Special Education program is guided by the following goals:

1. To implement a developmentally appropriate and functional curriculum by:
   - guiding and encouraging children to recognize and identify problems, generate solutions and apply them to real life situations.
   - providing opportunities to learn through an environment arranged to elicit and reward active interactions with peers, adults and materials.
   - eliciting and encouraging receptive and expressive language skills as an integral part of all experiences.
   - increasing body awareness and coordination through the development of large and fine motor skills.
   - providing opportunities for the child to function independently in a variety of environments.
2. To encourage discovery learning through play and self-selected experiences in a developmentally appropriate child-centered environment.
3. To encourage appropriate behavior and play through consistent use of guidance techniques which may include prompting, cueing, positive reinforcement, redirection, and logical consequences.

4. To determine children's individual strengths and needs through developmental and functional observations and assessment, with parent participation.
5. To involve families as partners in the learning process through honest, consistent, and useful communication.
6. To consider and recommend least restrictive environment in each situation.

IMPROVEMENTS

During the fall of 1987, the Early Childhood Special Education program engaged in a self-evaluation. The program participated in a third party evaluation of the program during January of 1988. The evaluation process resulted in a three year program improvement plan (on file in Early Childhood Special Education office). The current year is the end of the second year of program improvement which is working toward achievement of the following goals:

- to develop a new child find system to include public awareness, screening, and liaison with community agencies.
- to develop a program philosophy and revise and articulate the organizational structure.
- to review curricula and IEP development procedures and develop an improvement plan to include areas related to infants, low incidence populations, functionality and parent participation.
- to explore different program options and develop a plan for change.
- to develop family and parent involvement procedures to include preparation for implementation of PL 99-457, parent information/education services, role of parent/educator connection, and parent-to-parent support.
- to improve communications within the program and with parents and outside agencies.
- to review and revise student evaluation procedures.
- to develop staff development/in-service procedures, including associate training, new staff orientation, conference attendance and staff input.
- to develop a system for managing materials and equipment resources.
- to explore and plan with the district administration for location and characteristics of service delivery centers.
- to conduct a follow-up study of students who have previously received services in the Early Childhood Special Education program.

A steering committee manages the implementation of the plan. The committees formed to work on the goals periodically report to the steering committee to assure that goals are being accomplished. As a result of the monitoring, the plan has been adjusted in order to accommodate unforeseen problems and opportunities.

HEAD START
GOVERNING POLICIES, STANDARDS, AND REGULATIONS

The Des Moines Public Schools, serving as a delegate agency of the Des Moines Head Start Program, is governed by Federal, State and local standards which are defined as follows:

Head Start Performance Standards-45 CFR-1304: The performance standards which constitute Head Start policy are required and govern all grantees and delegate agencies. The standards are taken verbatim from the Federal Register dated June 30, 1975, Volume 40, Number 126 Part II; Each grantee and delegate agency is required to develop a plan for implementing the performance standards as described in the document and submit this plan to the regional office of Health and Human Services.

Head Start Performance Standards-45-CFR-1308: The Performance Standards and Guidance for Services for Children with Handicaps in Head Start. These standards, implemented in 1988 added to the existing regulations governing Head Start grantee and delegate agencies. These regulations set forth specific standards, including diagnostic criteria.

Education of the Handicapped Act-Public Law 99-457: This law extends the mandate of 94-142 from ages three through five. The law guarantees that every handicapped child be provided a free and appropriate education regardless of the nature or severity of the handicap. P.L. 99-457 provides for voluntary participation by states in providing services to children birth through age two.

Section 504 of the Rehabilitation Act: This act prohibits discrimination on the basis of physical or mental handicap and applies to every federally assisted program or activity in the country.

Iowa Department of Human Services Child Day Care Centers and Preschools Licensing Standards and Procedures: The Iowa Department of Human Services sets minimum requirements for licensing child care facilities. The child care center minimum requirements are in Chapter 441-109 of the Iowa Administrative Code, revised 1988.

Department of Agriculture-Food and Nutrition Service, Amendment No. 17: The Secretary of Agriculture regulates the Child Care Food Program to enable child care institutions to integrate a nutritious food service in addition to organized child care services for the enrolled children.

Des Moines Public Schools: Regulations for all employees are outlined in Comprehensive Agreements; Building policies and district policies are implemented through the various departments.

Drake University: The regulations for all Drake employees, working in the Des Moines Public Schools, are outlined in the Personnel and Policies Manual; Policies established by the University for all departments including Head Start.

PROGRAM DESCRIPTION

For two and a half decades, Head Start's health, nutrition, education and social services have put disadvantaged preschoolers squarely on the path of life-long learning and achievement in Des Moines, Iowa.

The current program has specific criteria established for selection of enrollees, based upon the Federal Register guidelines. This guidance outlines the basic eligibility regulations to insure that Head Start programs serve primarily low-income children below the age of compulsory school age attendance. At least 90% of the children enrolled in the program must fall below the official poverty income guidelines established by the Office of Management and Budget. This regulation also requires that no less than 10% of the total number of enrollment opportunities must be available for handicapped children. The present average income of Des Moines Head Start families is $6,000.00 per year. Eighty-five percent of the Des Moines Head Start clients are AFDC recipients.

Head Start centers are located in ten elementary and one high school building; providing eight classrooms with double sessions, one half-day session, and three full-day sessions. Children from 3 years of age to school entry age are eligible for Head Start. In the Des Moines Program, however, priority is given to children 4 years of age by September 15th due to the lack of available slots.

INSTRUCTIONAL METHODS. Developmentally appropriate teaching strategies are based on the knowledge that young children learn by doing. Teaching methods need to be both individual and age appropriate to allow for the specific development of each child. Certified early childhood teachers arrange the classroom to provide for active exploration, experimentation and problem-solving. Children are encouraged to select their activities. Head Start teachers move among the children facilitating involvement, responding to individual needs, and adding more complex ideas and concepts to the children's activities. Through close observation and an understanding of child development, teachers observe to see what each child understands and then poses additional challenges to push the children's thinking further.

Head Start offers a comprehensive child development program with an interdisciplinary approach. The Des Moines Head Start Program models comprehensive child development services that are based on the principle that each child's development is best addressed through the family by:

- focusing on "at-risk" families for the greatest benefit at the least cost with the least intrusion;
- utilizing a variety of community agencies to deliver the array of services needed by our families;
- targeting the entire family—its needs and aspirations—not just the preschool child;
- visiting the families' homes rather than expecting participants to report to the center;
- focusing on parent involvement (parents are ultimately the providers/advocates for their children);
- utilizing a mixture of funds from public, private, federal, state and local sources.

IDENTIFICATION OF NEEDS

Project Head Start is one of the most successful Federal people-programs ever developed. As this program completes its 25th year, there is a great deal of interest in how to extend the successes demonstrated by Head Start over the last quarter century to many more individuals in our society.

Due to lack of adequate federal funds, Des Moines Head Start currently serves less than 20% of the low-income families and children eligible for admission. Tracing the impact of the program, longitudinal research demonstrates that this program is able to significantly reduce the future need for special education services, the rate of teenage pregnancy and future criminal activity as well as the resulting incarceration. A dollar spent on Head Start now will return six dollars in reduced expenses later spent fighting these problems.

- The needs for the Des Moines Head Start Program correlate directly with the needs of all the nation. The goal of Head Start is defined in a recent document written by the Children's Defense Fund stating that "For today's children, educational achievement is the key to adult opportunity. The elements of a good education are to provide a Good Start. All youngsters need the key building blocks of early development, adequate nutrition, decent medical care, and a safe and secure environment. In addition, young children need to be engaged in activities that foster their social, emotional, and cognitive development."
- In Des Moines, Iowa, our future needs have already been clearly identified for us. We have 1200 to 1500 unserved children in Polk County who qualify for the Head Start Program.
- To stretch the inadequate levels of federal dollars, the trend in the 1980's has been to focus Head Start funds primarily upon 4 year-old children. This results in a one year (actually an eight month) experience for most children. If the right children are recruited, those with the greatest needs, this is not enough time to make the impact for which the program was designed. Children need to be identified earlier and admitted at age three, and in some cases even earlier. They need to be offered up to three years of service. The program should be extended to twelve months to better enable meaningful intervention.
- We should have the capacity to provide family support for at least the first year of enrollment in public school. This would greatly enhance the impact and the investment made in the family.

Proposed legislation for 1990 include: Reauthorization for Head Start. If passed, this would provide the following funding levels:

	NATIONAL		LOCAL
1990		1990	$977,965*
1991	$2,386,000,000		
1992	$4,273,000,000		
1993	$5,924,000,000		
1994	$7,660,000,000		

*Total federal budget for serving 524 children/families.

The Child Care Bill, passed by both the House and Senate, also designates additional funding for Head Start.

1. If both of these bills provide expansion funds to Head Start, there will be a severe shortage of sites for new programs within the Des Moines Public Schools.

2. Transportation for our "neediest" families is nonexistent and eliminates those families from Head Start services, unless they are within walking distance of a center. Transportation services for these children/families is critical if we are going to reach "all" who qualify.

3. We operate under the assumption that additional funding will be forthcoming, if this does not come to pass, however, we will continue to serve less than 20% of the eligible children in the counties.

4. The greatest progress can only be achieved when the child's parents are meaningfully involved in the process. Parents spend more time with their children than any other adult and will be the source of continuity after the child leaves Head Start. As a result, Head Start centers need to become Family Resource Centers. Resources should be available on a free or loan basis to any enrolled parent. The Family Resource Center should become a positive, visible resource in the community offering programs, speakers and respite services for the community at large.

5. A family mentor program should become a part of Head Start. As a result of the prevalence of single parent families, many parents are alone. The availability of a peer coach (i.e. seasoned Head Start parents and/or volunteers) to serve as a sounding-board or provide support can greatly enhance the effectiveness of parenting.

6. In the 1990's, we must expand our options. Few Head Start programs can provide day care services for the large percentage of parent's working or attending school outside the home. The norm should shift to having full day child care available to all Head Start families on an as-needed basis directly through Head Start or strategic alliances with other day care providers.

7. Head Start should expand to a 12 month program (possibly closing from December 15th to January 15th which is a period of low productivity, distractions, and a perfect vacation time for staff). Few preschool children and their families need to be on the 9 month school year. We need more time with children and families in order to maximize Head Start's impact.

8. An increase in support staff and staff training is necessary to meet the challenges of the 1990's. Staff is overwhelmed with work assisting families in achieving economic self-sufficiency as well as identifying and providing services to families affected by social tragedies (e.g. cocaine babies).

9. An increase in efforts between Head Start and the elementary programs to provide smooth and comfortable transitions for children and families into the public school system.

10. The development of a research evaluation system that will follow the children/families enrolled in Head Start through the twelfth grade (e.g. marking their progress and placements).

11. An increase in staff assistance and adaptive equipment to meet the "special needs" and challenges of children with handicaps in the mainstream classroom (with a size of approximately 18 children). Currently, Des Moines Head Start is mainstreaming children with handicaps at a rate of 24% of the total enrollment.

12. The needs for full the day programs are as follows:

    - A scheduled time for planning sessions for teachers and their staff. There is no time allotted for this activity at this time;
    - More personnel in the classroom;
    - Volunteers to ride the bus and assist the bus driver. The Teacher Associate is presently performing this duty and is actually needed in the classroom to remain in direct contact with the children.

GOALS

The goals for Head Start in each of the components including Education Services, Health Services, Nutritional Services, Social Services, Parent Involvement and Special Needs or Handicap Services are as follows:

I. Education

A. To provide children with learning environments and experiences which help children develop socially, intellectually, physically and emotionally in a manner appropriate to their age.

B. To integrate educational aspects of the education components into the daily program activities.

C. To involve parents in educational activities to enhance their role as the principal influence on their child's education and development.

D. To assist parents to increase their knowledge and understanding of skills and experience which foster child development and growth.

II. Health and Nutrition

A. To provide a comprehensive health services program which includes a broad range of medical, dental, and mental health as well as nutritional services to preschool children.

B. To promote preventative services and early intervention techniques.

C. To provide a child's family with the necessary skills and insights to create a link to an ongoing health care system to insure that the child continues to receive comprehensive health care after leaving the Head Start program.

D. To provide food to help meet the child's daily nutritional needs.

E. To provide an environment for nutritional services to support and promote the use of meal time as an opportunity for learning and socialization.

F. To help the staff, children and family to understand the relationship between nutrition and health as well as develop sound food habits.

G. To demonstrate the interrelationship of nutrition to the other activities within the Head Start daily program.

H. To involve all staff, parents and other community agencies as appropriate in meeting a child's nutritional needs to supplement that of the home and the community.

III. Social Services/Parent Involvement

A. To establish and maintain an outreach and recruitment process which systematically insures the enrollment of eligible children.

B. To provide enrollment of eligible children regardless of race, sex, creed, color, national origin or handicapping condition.

C. To achieve continued and expanded parent participation in the center, the home program and other related activities.

D. To assist the family in its efforts to improve the condition and the quality of the family life.

E. To make parents' aware of community services and community resources as well as facilitate their use.

F. To provide a planned program of experiences and activities which support and enhance the parental role as the principle influence in a child's education and development.

G. To provide a program that recognizes the parent as responsible guardians, prime educators and important contributors to the Head Start program and their community.

H. To provide opportunities for parents to participate in decision making and the classroom by planning parent activities and working with their own child in cooperation with Head Start as paid employees.

IV. **Special Needs**

A. To provide services, of not less than 10% of the total enrollment in Des Moines Head Start, to "special needs" children.

B. To provide the least restrictive environment for special needs children.

C. To promote preventative services and early intervention techniques.

IMPROVEMENTS

The following improvements have been implemented at the Des Moines Head Start:

1. Developed a Community Advisory Board consisting of business persons, various agency personnel, legislative personnel, past/present Head Start parents, school district personnel and media personnel for valuable insight to increase community awareness and network.
2. Received a contribution from the Principal Foundation to fund a Director of Development for a three year period. An increase in opportunities for additional funding to meet the needs of low-income families in our community are expected as a result.
3. Continued contributions in excess of $40,000 from the Hallmark Corporation of Kansas City. Hallmark donated products to be given to parents volunteering in the program. Each year, the number of volunteer hours increases and exceeds 64,000 hours this past year.
4. Implemented two state funded programs providing full-day/full-year services for at-risk 3, 4 and 5 year olds at McKee and Smouse. An additional 32 children and families are served by Head Start as a result of this improvement.
5. Collaborated and wrote a grant with Chapter I and the Department of Community/Adult Education to obtain Even Start program funding which provides services to 18 families to allow parents to obtain their GED or High School diploma. The grant award was in excess of $200,000 per year for a period 4 years.
6. Awarded an Expansion Grant in the sum of $133,000 to serve an additional 51 children and families in the Fall of 1990.
7. Developed a Self-Assessment Validation Instrument (SAVI) allowing program staff to perform on-going evaluations of each component goal and guideline as well as program strengths and weakness.
8. Implemented a major campaign to increase awareness of Head Start in our local community.
9. Completed a Comprehensive Community Needs Assessment to determine unmet needs and changing conditions within our community.
10. Established a Family Needs Assessment Survey (FNAS) to be completed by each family to identify the needs of families.

11. Maintained a staff of which 75% is comprised of Head Start parents.
12. Collaborated with a Least Restrictive Environment (LRE) consultant to mainstream efforts between Head Start and the Early Childhood Special Education Program (ECSE).
13. Increased the number of college interns participating and contributing to the program from numerous educational backgrounds. These interns requested Head Start as a practicum experience and provided the program with services as well as new ideas for advancement.
14. Established a collaborative effort with the Des Moines Public School Service Program and the Supplemental Nutrition Program for Women, Infants and Children (WIC) to provide administrative nutrition services including a review of nutritional assessments, menu planning, center reviews, food purchases, et cetera.
15. Implemented an extensive Social Service Competency-Based Training Program for social service staff providing new skills of our paraprofessionals working directly with families.
16. Implemented two additional mental health curriculums ("Growing Up Strong" & "As I Am").
17. Added five bus assistants to maximize a safe environment for handicapped children.
18. Implemented a fire and safety curriculum from the National Fire Protection Association called "Learn Not to Burn" introducing and encouraging "fire safe" living now and throughout life.

(For More Program Improvement Information See Additional Listings in the Head Start Office.)

INPUT EVALUATIONS

DES MOINES PRESCHOOL PROGRAM

BUDGET AND SOURCES OF REVENUE

1989-90 Tuition Fee:

$10 registration
$3.75 per day tuition

3-day program @105 days = $393.75
2-day program @70 days = $262.50
1-day program @35 days = $131.25

Projected Revenue July 1, 1989-May 31, 1990 $244,859

Tuition fees paid by the Early Childhood Special Education Department for integration of twenty-two preschool handicapped children are included in the revenue of the preschool program

Revenue from parent fees provides for wages for part-time staff of 16 lead teachers, 36 helpers, and the other expenses of the preschool program. Fees are adjusted each year.

MATERIALS AND EQUIPMENT. Preschool rooms are furnished with basic classroom equipment such as child-sized tables and chairs, shelving, storage space, small toys, construction toys, puzzles, blocks, arts and crafts materials, playhouse furniture and accessories, record players, tape players, books, easels, sand/water table, math manipulatives of rods, cubes, and member puzzles, language games of picture lotto, story sequence cards and letter puzzles.

Periodic replacement of individual items at $2000 to $4000 per year is necessary to maintain quality. New centers require approximately $6000 to initially equip.

STUDENT TIME

Children attend preschool for two hours on one, two, or three mornings or afternoons per week from September through May. A summer session at four regional sites is offered during June of each year.

SCHOOL-AGE CHILD CARE PROGRAM

BUDGET AND SOURCES OF REVENUE

1989-1990 Child Care Fees:

$10 annual registration fee
$22 before and after school care
$11 before school care
$14 after school care

Projected revenue July 1, 1989 to May 31, 1990 $826, 468

Child care fees are subsidized by Polk County Department of Social Services for 114 children. The State of Iowa Promise Jobs Program and the Central Iowa Education and Training Consortium provide subsidized child care for 15 children.

All program expenses including 93 part-time child caregivers, two child care assistants, the child care secretary, the data processing services, and all other expenses are paid with revenue from parent fees. Fees are adjusted each year.

MATERIALS AND EQUIPMENT. The materials and supplies for before and after school child care are basic arts and crafts media, table games, outdoor play equipment, cots and first-aid kits. These supplies are kept in metal storage cabinets in designated areas in each school. The child care program purchased televisions and VCRs for use by all children and staff in each school. Video tapes are available for checkout from the child care office at the Cowles Building. Similar supplies for full-day, school-age, summer child care are at the Cowles Building.

STUDENT TIME

When school is in session, child care is available from 7:00 a.m. until school begins, and from the time school is dismissed until 5:30 p.m.

Child care on days when school is not in session (holidays, conferences, vacations, and summer) is offered at the Cowles Building, Park Avenue Elementary School, and Brooks Elementary School from 7:00 a.m. to 5:30 p.m.

COWLES CHILDREN'S CENTER
FULL-DAY PRESCHOOL/CHILD CARE

BUDGET AND SOURCES OF REVENUE

1989-1990 Fees:

Age Group	Cost per Week	Full Day Cost (5 hours or more)	Half Day Cost (under 5 hours)
6-weeks to 2-years	$80	$16	$11
2-years to 3-years	$65	$13	$9
3-years to 6-years	$55	$11	$7.50

Projected revenue July 1, 1989-May 31, 1990 $222,000

The wages for 4 full-time child caregivers, including the Child Development Specialist, the 36 part-time child caregivers, and all other program expenses are paid from parent fee revenues. Fees are adjusted each year.

Additional expenses included equipping two rooms for infant and toddler care. Playground equipment at a cost of $3,721 has also been requested and ordered for the Cowles Center.

MATERIALS AND EQUIPMENT. Preschool/child care rooms have basic early childhood furniture and developmentally appropriate materials which include blocks, sand and water tables, manipulatives, record players, tape recorders, and puzzles.

Infant and toddler rooms are equipped with high-chairs, cribs, swings, walkers, changing tables, and play toys.

STUDENT TIME

Children may attend full-days or half-days from 7:00 a.m. to 6:00 p.m. year around.

COMMUNITY RESOURCES
FOR ALL FEE-BASED PROGRAMS

Des Moines Preschool Program, School-age Child Care, and Cowles Children's Center
Parents donate toys, equipment, materials, and books at various times during the year. Parents also bring many interesting plants, animals and selected articles to share with children.

The fee-based programs cooperate with the following agencies:

Area Comprehensive Evaluation Services
Child Abuse and Neglect Prevention Council
Polk County Child Care Resource Center
Child and Adolescent Guidance Center
Polk County Department of Social Services
Drake University
Iowa University Extension Office
Campfire
Job Service of Iowa
Heartland Area Education Agency
United Way of Central Iowa
Employee Assistance Program
Polk County Health Department
Child Care Council
Iowa State University
4-H
Iowa Arts and Recreation Council

OTHER INFORMATION
FOR ALL FEE-BASED PROGRAMS

The individual budgets for the fee-based programs are available in the Office of the Controller of the Des Moines Independent Community School District.

65-574-001-000	School-age Child Care Program
65-582-001-000	Des Moines Preschool Program
65-582-463-000	Cowles Children's Center Program

Staff, materials, supplies, and equipment are paid from revenue received from parent fees. The fee-based programs are self-supporting. No general fund monies are used.

The Coordinator of Preschool Education and Child Care Services; the North Area Before and After School Child Care Coordinator; the South Area Before and After School Child Care Coordinator; the Child Care Secretary; and the Preschool Secretary are paid from the Community/Adult Education Series of personnel accounts, Series 65-500-001-000.

The Des Moines Preschool Budget, the School-age Child Care Program Budget, and the Cowles Children's Center Budget received revenue in sufficient amount to pay all of the expenses for these programs.

KINDERGARTEN PROGRAM

BUDGET AND SOURCES OF REVENUE

There is no separate budget under the Elementary Department for the kindergarten program.

EXPENDITURES - INCLUDING HUMAN RESOURCES

As quoted by the Personnel Office, the average salary of kindergarten teachers with benefits is $33,175. With fifty-two full-time teachers, twenty half-time teachers, and one half-time consultant, the budget for salaries is $2,079,020.

Other funds currently used for kindergarten include text materials submitted by curriculum supervisors, smaller amounts set aside, as possible, by the Elementary Department and building budgets.

TEXTBOOKS IN USE AND BEING EXAMINED

Reading/Language Arts	Silver Burdett Ginn Kindergarten Kits
Mathematics	Addison-Wesley Kindergarten Kit
Science	Delta Modules
Social Science	Holt Rinehart Kindergarten Social Science Kit

STUDENT TIME

The weekly specified time allotments in the half-day program are currently as follows:

Reading/Literature/Library	250 minutes
Mathematics	100 minutes
Integrated Subjects	185 minutes
Health, Language, Science, Social Science, and Safety	
Physical Education, Art, Music	30 minutes
Recess, Transition Time	75 minutes

Because of the learning patterns of young children and the overlapping of objectives in various areas of kindergarten, curriculum should be integrated and not sharply defined. The teacher is responsible for teaching the various objectives. In the extended day program, the basic curriculum is the same with expansions and additions of activities as appropriate.

COMMUNITY RESOURCES BEING EMPLOYED

No district-wide community resource is employed specifically for the kindergarten program. Individual schools work with a variety of community agencies and groups to meet their needs.

EARLY CHILDHOOD SPECIAL EDUCATION PROGRAM

The total budget for the Early Childhood Special Education program for the 1989-90 school year is $1,408, 879. The budget and sources of revenue are as follows:

BUDGET AND SOURCE OF REVENUE

Funding Sources		Budgeted Expenditures	
PL. 99-457 Section 619 (Through AEA)		Salaries and Benefits	$76,281
		Materials, Travel, Printing	6,750
Total	$83,031		
PL. 99-457 Chapter I Supplement (Through AEA)		Salaries and Benefits	$2,990
		Staff Development	1,900
		Travel	150
Total	$ 8,374	Interagency contract	2,000
		Materials, Printing, Equipment	1,334
PL. 94-142, Part B, Special Grant Project Leap (through Dept. of Ed.)		Salaries	$23,601
		Benefits	5,500
Total	$33,080	Misc.	3,979
PL. 94-142, Part B, Special Grant Program Improvement (Through Department of Education)		Salaries and Benefits	$3,830
		Misc.	1,250
Total	$ 5,080		
PL. 94-142, Part B Support Services (Through AEA)		Salaries	$525,329
		Benefits	38,060
		Materials, Equipment	23,370
Total	$586,759		
State and Local Weighted Funds		Salaries	$521,205
		Benefits	130,300
Total	$692,555	Materials, Equipment	41,050
Grand total for Early Childhood Special Education Program			$1,408,879

Twenty-one teachers are employed in the Early Childhood Special Education program. Fifteen of these are teachers assigned to the center-based classrooms and six provide service to the infants and toddlers. Sixteen associates assist in the delivery of service. The support team consists of: 2 psychologists, 1 social worker, 1 consultant, 1 nurse, 1 LRE facilitator, 2.5 occupational therapists, 1 physical therapist, 3.5 speech-language pathologists and 2.5 secretaries.

MATERIALS AND EQUIPMENT. The Early Childhood Special Education program, in order to meet the diverse needs of the students served, uses a variety of materials and resources. Among these are the: Early Childhood Continuum of Assessment Programming, Evaluation and Resources (CAPER); Creative Curriculum; The Carolina Curriculum for Handicapped Infants and Infants at Risk; Hawaii Early Learning Profile (HELP); RIDES; and The Evaluation and Planning System (EPS).

The majority of equipment used in the Early Childhood Special Education program is the same as that employed in any early childhood program. Adaptive equipment of all types is used to accommodate the children with physical handicaps and/or motor deficits. Special vests or child safety restraints are utilized on the busses while providing transportation for the students in center-based programs.

STUDENT TIME

It is difficult to compute the total student time for students in the Early Childhood Special Education programs. The ranges of service time for infants and toddlers extend from twice a week contact for approximately three hours to a minimum of one home visit per month. Students in the center based programs are in classrooms for five half-days per week. The length of the half day varies significantly among children and, unfortunately, is dictated by available transportation. The classroom program averages 2 1/2 hours in duration. In addition to participation in the Early Childhood Special Education class, some children attend a regular preschool, Head Start or kindergarten, which receive consultative services from an Early Childhood Special Education specialist.

COMMUNITY RESOURCES BEING EMPLOYED

The Early Childhood Special Education program works closely with many community agencies. These relationships include service on advisory boards and panels, such as the Family Ecology Center and the Polk County Child Abuse Coalition. Through efforts of the LRE Coordinator and itinerant teachers, the Early Childhood Special Education program provides services cooperatively with many day care facilities and preschools in the community. Other relationships exist with the Department of Human Services, Lutheran Social Services, the juvenile court, and paratransit.

The Variety Club routinely supports the Early Childhood Special Education program with grants for the toy lending library and at one time donated funds for special wheel chairs and adaptive equipment which were loaned to children with special needs.

OTHER INPUT INFORMATION

RESEARCH. When opportunities occur, the Early Childhood Special Education program participates in research that may be beneficial to our students. In addition to working with Iowa State University and the University of Iowa, long term relationships have been established with two of the three federally funded research institutes in the nation. This includes field testing the LEAP program with the University of Pittsburgh and research on Parent Training with Utah State University.

PARENT TRAINING. The Early Childhood Special Education program regularly provides special training to parents of handicapped children. These services range from special individual problem-related training to group instruction in areas of general interest.

HEAD START

BUDGET AND SOURCES OF REVENUE

Grant Program Function or Activity

	1: PA 22[1] Basic	2: USDA	3: DPSS[2]	4: PA 26[3] Handicapped	5: PA 20[3] Training	DMPS In-kind
Personnel	$278,416	$0	$0	$33,268	$6,800	$99,275
Fringe Benefits	$87,379	$0	$0	$8,697	$1,904	$13,720
Travel	$0	$0	$0	$0	$2,329	
Equipment	$0	$0	$0	$0	$0	
Supplies	$0	$0	$0	$112	$1,479	
Contractual	$11,300	$0	$0	$0	$2,651	
Construction	$0	$0	$0	$0	$0	
Other	$5,785	$96,482	$9,000	$1,380	$1,300	$48,752
Total Direct Charges	$382,880	$96,482	$9,000	$43,457	$16,463	
Indirect Charges	$0	$0	$0	$0	$0	
TOTALS	$382,880	$96,482	$9,000	$43,457	$16,463	

[1]PA = Program Account
[2]DPSS = Department of Social Services
[3]The Handicap and Training budgets are for the total program including 6 counties.

STUDENT TIME

Students attending the Des Moines Public School Head Start programs attend classes for 3 1/4 hours a day, four days a week for nine and a half months. These centers operate double sessions. Children attend Even Start for six hours a day, five days a week for ten and a half months a year. The state funded Comprehensive Early Childhood Programs operate six hours a day, five days a week for eleven months a year. In the state programs, the children are transported to and from the center each day.

COMMUNITY RESOURCES

Des Moines Head Start reaches out to many different community agencies whether public or private, in order to deliver the array of services needed by children and families to assist them in their own efforts to achieve self-sufficiency. The following list includes, but is not limited to, the growing number of community resources utilized by this program for education, nutrition, health, handicap, mental health, social services, and parent involvement:

- Heartland Area Education Association (AEA)
- Des Moines Area Community College (DMACC)
- Iowa State University, Child Development Department
- Parents Without Partners
- State and County Health Departments
- Child Guidance Center
- Broadlawns
- Child Abuse Prevention Council
- Care Planning of Iowa
- State and County Mental Health Centers
- Des Moines Speech and Hearing Center
- Blue Cross Blue Shield Caring Program
- Paratransit
- Supplemental Food Program for Women, Infants & Children
- Iowa State University Extension Office
- Drake University
- Des Moines Independent Community Schools
- Deaf Services
- Preschool Handicap Program
- Des Moines Health Center
- Family Counseling Center
- ZA-GA-ZIG Shrine Temple
- Parent/Infant Nurturing Center
- Daycare for Exceptional Children
- Vocational Rehabilitation
- Area Comprehensive Evaluation Services
- Child Care Food Program
- Principal Financial Group

- United Way of Iowa
- Central Iowa Regional Housing Authority
- Job Service of Iowa
- Neighborhood Development
- Clark Street House of Mercy
- Retired Senior Volunteer Program (R.S.V.P.)
- St. Vincent De Paul
- Cross Ministries
- Goodwill
- Father's for Equal Rights
- Young Women's Resource Center
- Urban Dreams
- Home Opportunities Made Easy (HOME)
- U.S. West
- Central Iowa Employment and Training Consortium (CIETC)
- Central Iowa Regional Housing Authority
- Department of Human Rights
- Community Action Centers
- Iowa Children and Family Services
- First Call for Help
- Alcoholics Anonymous
- YWCA
- Family Violence Center
- Drake University Volunteer Programs
- Meredith Corporation
- Child Care Resource Center
- Legal Aid Society
- Reading and Learning Center
- Des Moines Chamber of Commerce
- Communicator News Media

OTHER INPUT INFORMATION

The Des Moines Head Start Orientation completed prior to children entering the program, offers an explanation of the parent's role as it pertains to the operation of this unique program. Parents have a responsibility in classroom operations and serve as the third staff person in facilitating the children's daily schedule (which helps to create a ratio of 1 adult for every 6 children in the classroom). Parents serve on the Area Policy Council which approves all program operations and budgets. The input of parents is a valuable and successful means of meeting the needs of the at-risk families. Parents have the first priority, based on their qualifications, for job openings at Head Start. As children enter the Des Moines Head Start program, home visits are conducted. The enrollment process is done in the child's home by the Head Start teacher. The relationship between the child's parent and teacher, therefore, is initiated at this time and continues to grow through the year.

PROCESS EVALUATIONS

DES MOINES PRESCHOOL AND CHILD CARE PROGRAMS

1989 PROGRAM GOALS

1. Secure child care fee subsidies for children 6-weeks to 6-years for low-income families.
2. Expand services at the Cowles Children's Center to include children 6-weeks to 3-years.
3. Plan inservice for school-age child care and preschool personnel on developmentally appropriate activities, program policies and procedures, discipline methods, and discrimination complaint procedures.
4. Publicize school-age child care and preschool programs to the community.
5. Coordinate transfer of several preschool classes to rental sites.
6. Report to the Board of Education and the Department of Education the recommendations of the Early Childhood Advisory Committee.

RESPONSIBILITY STATEMENT AND COORDINATOR GOALS

Mary Ann Laurence, Coordinator
Preschool Education and Child Care Services.

Responsibility Statement

The responsibility of the coordinator of preschool education and child care services is to support and maintain the mission of the Des Moines Independent Community School District and to provide leadership and management to operate efficient and effective child care and preschool education programs.

Organizational Tasks

The organizational tasks to be performed by the preschool/child care coordinator include planning, implementing and evaluating the full-day/year around child care for children 6-weeks to 6-years old, the sixteen preschool centers throughout the District, and the school-age child care services at 40 buildings. Successful performance is expected by the Department Director in the coordination and management of curriculum and instruction activities; personnel and fiscal resources, linkages with other agencies and support services; and public relations.

The organizational and management tasks must be consistent with established Department guidelines and Board of Education policies and procedures. The Director expects the Coordinator to maintain positive working relationships with District staff and community.

Organizational Relationships

The Coordinator of Preschool Education and Child Care Services reports to the Director of Community/Adult Education. The Coordinator of Preschool Education and Child Care Services directly supervises the Cowles Child Care Specialist, the North Area Child Care Coordinator, the South Area Child Care Coordinator, the Preschool Secretary, and the Child Care Secretary.

1989-90 Goals

WEIGHT (%)	GOALS
50%	1. Meet the responsibilities of the Coordinator of Preschool and Child Care Services: a. Provide appropriate assignments, guidance, professional help, and assistance to preschool and child care personnel for improvement of instruction. b. Planning, implementing, evaluating preschool and child care programs. c. Collect and maintain child care and preschool personnel and fiscal data for reporting, accountability and public information. d. Establish and maintain working relationships with District departments and other agencies through effective communications.
10%	2. Work with Elementary Department in the planning, coordination, and expansion of early childhood programs. a. Serve on Early Childhood Education Steering Committee. b. Review Early Childhood Education literature and make reports to Director of Elementary Education.
10%	3. Seek additional child care funding subsidies for children of low-income parents. a. Submit proposal to Polk County Department of Human Services for increased subsidies. b. Review agreement with Polk County Child Care Resource Center. c. Continue monitoring legislation.
10%	4. Transfer preschool classes to churches from elementary buildings with lack of space. a. Arrange for space rental agreements with churches. b. Inventory furniture and equipment for transfer. c. Publicize new sites to community.
10%	5. Hire and assign additional personnel for expansion of full day Child Care Program to include infants. a. Advertise positions. b. Interview and select qualified applicants.
10%	6. Plan, coordinate, and implement preservice and inservice programs for preschool and child care personnel. a. Establish and communicate meeting schedule. b. Develop agenda c. Arrange for participation of presenters.
100%	

JOB DESCRIPTIONS

DES MOINES SCHOOL-AGE CHILD CARE AND PRESCHOOL PROGRAMS

North Area School-age Child Care Coordinator manages the school-age child care services at twenty District elementary buildings that are north of University Avenue, under the supervision and direction of the Preschool Education and Child Care Services Coordinator.

South Area School-age Child Care Coordinator manages the school-age child care services at twenty District elementary buildings that are south of University Avenue, under the supervision and direction of the Preschool Education and Child Care Services Coordinator.

Cowles Child Care Specialist plans and implements the Cowles Children's Center program for children 6-weeks to 6-years old, under the supervision and direction of the Preschool Education and Child Care Services Coordinator.

INSERVICE AND STAFF DEVELOPMENT

Early Childhood Fee-based Programs
All personnel are provided with extensive inservice training in mid-August and throughout the school year. They are provided with ideas and materials for curriculum, strategies for the effective handling of discipline problems, and the opportunity to share their experience and expertise with each other. The staff is continually provided with current and updated information regarding all aspects of their employment, and specifically in regard to the maintenance of a quality child care and education program.

Des Moines Preschool Program.
A preschool orientation meeting was held for all preschool personnel in August 1989. The new Des Moines District Preschool Curriculum Guides were distributed and reviewed. Procedures for reporting were explained. There were forty-seven staff persons in attendance.

Conference expenses were paid for all personnel who wanted to attend the Iowa Association for the Education of Young Children Conference held at Des Moines Area Community College on April 7, 1990.

School-age Child Care Program.
Before and after school child care workers attended the child care program's orientation held on August 16 and 17 of 1989; a child care worker recognition tea on December 18, 1989; a review of the discrimination complaint procedure on February 14 and 15 of 1990; and the National Association for the Education of Young Children Conference held in Ankeny, Iowa on April 7, 1990.

The North Area Child Care Coordinator attended the Midwest Association for the Education of Young Children Conference in Kansas City, Missouri on March 30, 1990.

Cowles Children's Center.
There were sixteen staff members who attended the Iowa Association for the Education of Young Children's Conference held in Ankeny, Iowa on April 7, 1990. Orientation for all child caregivers was held August 10, 1990. Inservice meetings were offered on January 16, 1990 and on May 3, 1990.

Staff of all fee-based programs.
Child Abuse Reporter Training classes were held four times in 1989-90.

First Aid/CPR classes were offered for all staff free of charge five times during the school year.

The Coordinator of Preschool Education and Child Care Services and the Cowles Child Care Specialist attended the National Association for the Education of Young Children Conference in Atlanta, Georgia, in November 1989.

MANAGEMENT SYSTEMS

Early Childhood Fee-based Programs
Each child's developmental assessment is continuous. The Strategies in Early Childhood Education (Waupun) Objectives checklist for Levels I, II, and III are used with each preschool-age child to determine the developmental levels in the auditory, verbal, visual, and motor areas. Once assessment is made, the appropriate educational program is selected to provide growth in each of the areas so that the child advances at his/her own developmental rate to the uppermost level.

The Des Moines Preschool and School-age Child Care Program are monitored by the Department of Human Services Licensing Division, the Child and Adult Care Food Program audits, and the District Board of Education reviews.

Preschool Centers report tuition and attendance monthly. Quarterly reports are submitted to the Department Director.

KINDERGARTEN PROGRAM

RESPONSIBILITY STATEMENT AND 1989 CONSULTANT GOALS

There has been no supervisor of the kindergarten program. Following are the elementary consultant's objectives which related specifically to early childhood:

Lavone Mann
Title: Elementary Consultant

Responsibility Statement

The responsibility of the Elementary Consultant is to provide support and encouragement particularly to staff of the total kindergarten, kindergarten enrichment, and K/1 programs and function as reading/language arts consultant for five elementary schools.

- Provide support to principals and classroom teachers in implementing the newly adopted reading series with integration of literature materials through discussion, demonstration and inservice.
- Provide support to all kindergarten, KE and K/1 teachers in all areas of curriculum and management with emphasis on new reading materials and K-2 integrated units for the regular kindergarten.
- Continue, with increased emphasis, the early childhood study committee which includes a comprehension appraisal of all areas of early childhood and make recommendations for emphasis, reinforcement and changes for the Des Moines Public Schools.
- Professionally keep informed by reading current publications and attending conferences.

INSERVICE AND STAFF DEVELOPMENT

Each year there has been an area of concentration of inservice for teachers following the adoption of new techniques or materials. For example, this year the reading supervisor coordinated inservice and support literature groups throughout the year to support the new reading adoption. These meetings were noted in the reading supervisor's report. There is a need for additional inservice in other areas but time often does not allow. A voluntary Phase III summer workshop was held July 24-27, 1989. The focus of this workshop included updating staff in early childhood trends and curriculum, studying the new integrated units and the new reading materials. This workshop was attended by 38 kindergarten teachers and two Des Moines lab teachers. A special half-day of inservice was held for teachers new to kindergarten. The Des Moines Plan provides periodic inservice for kindergarten enrichment and K/1 teachers as reported by that program. Two half-day inservices were held for extended day kindergarten teachers.

Professional Meetings Attended By Staff

Members of the Early Childhood Study Steering Committee have attended the National Association of Early Childhood Annual Conference for the past two years as background for the District Study. Six members attended each of these years.

Other classroom teachers have attended inservice through Heartland AEA and state, and regional National Association for the Education of Young Children's Conferences arranged through Phase III or at the building level.

MANAGEMENT SYSTEMS

The Strategies in Early Childhood Education (Waupun) has been used since 1975 with various revisions as a management system for developmental skills in kindergarten. At this time the Early Childhood Study Steering Committee is in the process of devising a different management system with checklists which includes some areas of Strategies in Early Childhood Education but other concept areas as well. The purpose of the revision is to provide a more comprehensive but more manageable system.

EARLY CHILDHOOD SPECIAL EDUCATION PROGRAM

1989-90 PROGRAM GOALS

Process evaluation is carried out in the ECSE program through implementation and monitoring of a three year program improvement plan. The plan is exemplary of a systems analysis approach where Program Evaluation and Review Techniques (PERT) are used to schedule, assign responsibility, monitor and evaluate project implementation.

Current year goals are part of the three year plan which began in 1988. The goals for 1988-89 and 1989-90 are available in the Early Childhood Special Education office. The goals for 1989-90 are:

CHILD FIND

1. Write and mail letter about Early Childhood Special Education services to all pediatricians and family practice physicians.
2. Write and mail letters about Early Childhood Special Education services to religious organizations and individual clergy.
3. Distribute brochures and posters to walk-in medical clinics, grocery stores, and laundromats in low income neighborhoods.
4. Develop a videotape presentation that explains the Early Childhood Special Education program.
5. Establish local interagency planning and study group to prepare for implementing P.L. 99-457.
6. Develop thank-you letters and feedback forms to send to referral sources.

PROGRAM PHILOSOPHY AND ORGANIZATIONAL STRUCTURE

1. Revise existing job descriptions.
2. Develop an Early Childhood Special Education organizational chart.
3. Finalize program philosophy and mission statements.

CURRICULUM AND IEP DEVELOPMENT

1. Review existing curricula.
2. Make recommendation for adoption of new curriculum to the steering committee.
3. Plan staff training on use of the new curriculum.

PROGRAM OPTIONS

1. Review steering committee's response to final report.
2. Develop a pilot project for a 4-1 program option.

FAMILY/PARENT INVOLVEMENT

1. Develop materials to improve parent involvement in IEP and staffing process.
2. Develop a transition plan for students going from infant to center-based programs and from center-based programs to school age programs.

COMMUNICATION:

1. Plan inservice on building teaming skills.
2. Plan inservice on conflict management.

The program supervisor provides leadership by attending to the target dates listed on the plan and initiating specified activities. The plan is monitored through a process of frequent review by a steering committee.

RESPONSIBILITY STATEMENT AND SUPERVISOR GOALS[1]

Judith Marks

TITLE: Supervisor of Speech-Language Services and Early Childhood Special Education YEAR: 1989-1990

Responsibility Statement

The responsibility of the Supervisor of Speech-Language Services and Early Childhood Special Education is to organize and supervise the support services program for pre-schoolers and students with communication disorders. Further responsibility is to improve and supervise the educational program and services provided for children from birth through age six who have special education needs.

Organizational Tasks

The organizational tasks include providing for the development, maintenance, supervision, improvement and evaluation of professional practices and personnel within the area of speech-language services and early childhood special education. Successful performance is expected by the Director of Special Education in establishing future goals and objectives, achieving established goals and objectives, interacting effectively with other staff and the public and effectively utilizing personnel and other resources.

Organizational Relationships

The supervisor reports directly to the Director of Special Education. In addition, the supervisor works cooperatively with the Supervisor of the Early Childhood Special Education Program and the Supervisor of Speech-Language Services for AEA 11.

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[1]At the time responsibility statements were developed for 1989-90, there was uncertainty about the exact duties that the Supervisor of Speech-Language Services would have in relation to the Early Childhood Special Education program. The weighting of the objectives were not accurate. Approximately 65% of the time of the Supervisor of Speech-Language Services and Early Childhood Special Education was spent on responsibilities relating to the Early Childhood Special Education program including committee work related to the program improvement plan.

1989-90 GOALS

WEIGHT (%)	GOALS
30% (65%)	1. Supervise and coordinate educational programs and support services for children in the Early Childhood Special Education Program.

a. Provide leadership and direction to Early Childhood Special Education personnel.

b. Be involved in day-to-day experiences.

c. Monitor budgets.

d. Assist with the training and implementation efforts related to P.L. 99-457.

JOB DESCRIPTIONS

As part of the program improvement plan, the Program Philosophy and Organizational Structure Committee has been charged with redefining job descriptions. Changes in the scope of the ECSE program and the passage of P.L. 99-457 have necessitated the revisions. The job descriptions, which have not been finalized, will be submitted to the Department of Personnel at the end of the current school year. The descriptions are for the positions of Early Childhood Special Education psychologist, social worker, nurse, occupational therapist, physical therapist, speech-language pathologist, consultant, secretary, associate, center-based teacher, parent-infant teacher and LRE facilitator.

INSERVICE AND STAFF DEVELOPMENT

Inservice and staff-development is part of the three year program improvement plan. Several inservice activities were provided in addition to those listed on the plan. The inservices carried out during 1989-90 include:

1. Project LEAP Training
2. Training on work with autistic children
3. Staff from Project DAKOTA provided training in family based assessment
4. Training relating to integration activities.

PROFESSIONAL MEETINGS

The ECSE staff has participated in and presented at varied professional meetings. Five staff attended the Iowa Department of Education's Special Education Spring meeting in Cedar Rapids during spring 1990. Ten staff attended the Division of Early Childhood International Meeting which was held in Minneapolis, in fall, 1989. Three staff members participated in the Council For Exceptional Children International Convention in Toronto in April. Two staff attended a workshop on The Creative Curriculum in March. Two occupational therapists and one physical therapist attended Boehme workshops on therapy procedures with infants and young children which were held in Milwaukee and Phoenix.

MANAGEMENT SYSTEMS

Program Evaluation and Review Techniques (PERT) are used to schedule, assign responsibility, monitor and evaluate project implementation. Developmental assessments such as the Early Childhood Continuum of Assessment, Programming, Evaluation and Resources (CAPER) and the Learning Accomplishment Profile (LAP) are administered twice a year. Students' progress on the goals and objectives on their individual education plans is monitored continuously and formalized staff evaluations are completed.

HEAD START

1989-1990 PROGRAM GOALS

A Work Plan, updated on a yearly basis, contains the specific goals and objectives for Des Moines Head Start. Des Moines Head Start centers are monitored with the Self-Assessment Validation Instrument (SAVI) each year. A Program Information Report (PIR) is sent to Congress at the conclusion of each program year. A "peer review" is conducted every 3 years to assess program compliance with Federal regulations. Moreover, parent evaluations are completed each year. The goals and objectives are:

RESPONSIBILITY STATEMENT AND SUPERVISOR GOALS

Betty J. Minor
Title: Head Start Supervisor

Responsibility Statement

The Head Start Supervisor is responsible for providing managerial oversight and directions to the total Head Start Program (20 sites, 6 counties), consistent with agency policy and federal regulations. Direct program management processes relative to the program include; direct administration of fiscal matters; coordination with community agencies; insuring that all state and federal guidelines are met; and all other duties related to direct program management.

Organizational Tasks

The overall goal of the Des Moines Public School Head Start is to bring about a greater degree of social competence (i.e. child's everyday effectiveness in present and future environments through interrelatedness of cognitive, intellectual development, physical and mental health, nutritional needs, and other developmental factors).

Organizational Relationships

The Head Start Supervisor reports directly to the Dean, School of Education, Drake University and Assistant Superintendent of Schools, Des Moines Public Schools.

1. Direct the preparation and submission of Head Start grant applications.
2. Insure that all Head Start program sites and equipment are safe and provide a healthy environment consistent with applicable state and local codes and community standards.
3. Supervise the application of agency personnel policies and practices as they relate to the Head Start program and its administration.
4. Administer the Head Start budget:
   - Approve expenditures;
   - Prepare financial reports for use/approval;
   - Prepare budget modifications, as necessary;
   - Assist fiscal personnel in the resolution of budgetary/audit issues, as necessary.
5. Represent the Head Start program in its relations with the community-at-large.
6. Assist in hiring, supervision, and evaluation of all Head Start staff.

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1989-90 GOALS

WEIGHT (%)	GOALS
25%	Increase Head Start services to additional qualifying families.
25%	Secure additional funding from state and federal agencies to expand Head Start services.
30%	Secure a facility to house a number of centers once expansion funding is secured.
20%	Secure a facility which will provide staff and parents an on-going training site.
100%	

JOB DESCRIPTIONS

The EDUCATION COORDINATOR administers the Early Childhood Education and Nutrition Components of the program to insure that the highest level of quality is maintained (as defined by the local program and by the Federal Head Start Program Performance Standards) under the administrative direction of the Director.

The HEALTH AND HANDICAP COORDINATOR plans and administers the program of health and handicap services to Head Start families; consistent with applicable program performance standards, under the administrative direction of the Director.

The SOCIAL SERVICE/PARENT INVOLVEMENT COORDINATOR (SS/PI Coordinator) manages parent involvement, social service and volunteer activities in the program as well as maintaining involvement and recognition in the community under the administrative direction of the Director.

The NURSE assists with the implementation of a comprehensive health service program which includes a broad range of medical, dental, mental health, and nutrition services to preschool children to facilitate the child's physical, emotional, cognitive, and social development toward the overall goal of social competence. The nurse promotes preventative health services and early intervention, provide the child's family with necessary skills and insight and attempt to link the family to an ongoing health care system under the direction of the Health and Handicap Coordinator.

The TRAINING SPECIALIST provides in-depth training to parents and staff; assists in the coordination of inter-agency training; develops new training programs as well as provides information and support materials related to other training events outside of the program under the administrative direction of the Director.

The TEACHER directs the daily educational activities of the classroom to which he/she is assigned; coordinates the activities of the center; implements the written component plans and works under the supervision of the Director, Building Principal and Education Coordinator.

The TEACHER ASSOCIATE assumes responsibilities as directed and helps formulate plans for the operation of the child development center and works under the administrative direction of the teacher in the classroom and/or center assigned.

The SOCIAL SERVICE/PARENT INVOLVEMENT WORKER (SS/PI Worker) provides low income families with resources and training designed to attain self-sufficiency under the supervision of the SS/PI Coordinator, center teachers and building principals.

INSERVICE AND STAFF DEVELOPMENT

Training and staff development have a high priority in the Head Start program to enhance skills and professional growth to allow for a quality program. A training specialist has been added to the staff to implement training needs. A training plan, utilizing a budge of $16,463, was developed by the total staff. Training will begin in August. (A complete outline of training activities is available in the Head Start Office.)

PROFESSIONAL MEETINGS

- Iowa School Administrators' Conference
- Making A Difference, Early Childhood Conference
- Interagency Early Childhood and Special Education Inservice
- Growing Up Strong--Self-Instructional Curriculum Training
- Early Childhood Task Force Council Meetings
- Department of Education--Grant Writing Meeting
- Junior League--Public Relations Training
- Parent Involvement Discretionary Grantee's Conference
- Early Prevention of School Failure
- Child Care Food Program Standards & Implementation Training
- Spaces and Places for Parents to Grow
- Building Essential Life Skills In Children Through Music
- How To Deal With Difficult People
- Iowa Association for Education of Young Children's Conference
- Introduction to Street Drugs
- Assertive Discipline
- National Trends Affecting Early Childhood Classrooms
- National Social Service Institute Annual Convention
- Community Involvement in Education Association Conference
- National Head Start Conference
- I-LEAD Administrative Training
- Handling Difficult People
- Child Net-Nutrition Education Training
- Early Childhood Task Force Alliance Meeting
- Iowa State University--Social Work Meeting
- Annual Research & Demonstration Conference
- Students At Risk Conference
- Working with Inner-City Families
- Self-Sufficiency
- Empowerment
- Des Moines Public Schools Conferences
- Cocaine In Iowa
- Infectious Diseases
- Self-Esteem: A Family Affair
- Medical Emergencies
- Games People Play
- Poisons and Overdoses
- Cocaine Babies

MANAGEMENT SYSTEMS

The management systems used to monitor the Head Start program are the "Self-Assessment Validation" Instrument and Area Policy Council Boards, the Department of Social Services Licensing Board, the Child Care Food Program Reviews, and In-depth Peer Reviews. Developmental assessments such as Caldwell, Head Start Measures Battery and the Waupun are administered twice a year. Individual Education Plans (IEP) are implemented on an ongoing basis for each child. Moreover, formalized staff evaluations are completed. Average daily attendance, which is currently 92% for the Des Moines Head Start Centers, is tabulated and reviewed each month.

A variety of supervisory procedures are implemented to provide an on-going monitoring process in all component areas. Reports are submitted monthly, recording community referrals, number of home visits, follow-ups, and parent activities. A Community Needs Assessment is done on a yearly basis to ensure that centers are correctly located to serve the neediest of families. Child Development Centers are located at Smouse and McKee based on the Head Start philosophy and will receive NAEYC accreditation.

PRODUCT EVALUATIONS

DES MOINES PRESCHOOL PROGRAM EVALUATION

Evaluation includes the following components:

1. Educational Development
   The different rates of development are recognized.
2. Health Status
   The child leaves program in good health or with problems identified or under treatment.
3. State of Family
   The needs of the child are understood and supported.

Appropriate developmental evaluation is continuously conducted through observations of children, records of children's work and the Strategies in Early Childhood Education (Waupun) checklist. Standardized skill tests are avoided as they are inappropriate to assess the needs of young children.

Information about the child's development is shared with the parent. Children are screened in hearing, vision, and speech. If necessary, they are referred to specialists for further indepth diagnosis in order to help or eliminate a problem before more formal learning takes place. The number of children each year referred for further diagnosis or treatment ranges between 10% to 15%.

Each child's health records are returned to the parents or sent to the school where the child will attend kindergarten. Approximately 5% of enrolled children each year do not live in the Des Moines District and will attend kindergarten in their home district school.

DES MOINES SCHOOL-AGE CHILD CARE EVALUATION

Parent and child surveys were conducted in April 1990 with positive results in response to the Before and After School Child Care Program. Parents are pleased that the District has recognized their need and has addressed it. According to parents, it relieves them of stress and is also a wise use of taxpayer supported buildings. With everyone working together, child care will continue to be a tremendously successful program.

The school building is the logical place to provide child care programming for children. Schools are located throughout the community, are designed and maintained for children, provide environmental continuity, and allow maximum utilization of public resources. School-age child care in the public schools strengthens, supports, and supplements the family, the school, and the community.

COWLES CHILDREN'S CENTER EVALUATION

Appropriate developmental evaluation is continuously conducted through observations of children, records of children's work, and the Strategies in Early Childhood Education (Waupun) checklist. Standardized skill tests are avoided as they are inappropriate to assess the needs of young children.

Parents of children attending the center responded to a parent questionnaire in April 1990 with praise for the program and the Board of Education for sponsoring a child care and education center.

ALL FEE-BASED PROGRAMS

OUTCOMES FROM PROGRAM GOALS

1. The contract for the 1990-91 school year with the Polk County Department of Social Services for subsidized school-age child care fees is now being rewritten to include infants through school-age.
2. Infants and toddlers began attending the Cowles Children's Center on August 14, 1989.
3. Inservice meetings were held on planned topics throughout the year.
4. School-age child care and preschool program publicity efforts are continuous.
5. Five of the preschool centers were moved to rented space in five churches in 1989-90.
6. The Early Childhood Advisory Committee held a public hearing and a planning retreat in Newton, Iowa, in January, 1990. Recommendations will be submitted to the Board of Education prior to August 1, 1990.

ADHERENCE TO STANDARDS, POLICIES OR REGULATIONS

The review and audits of the monitoring agencies have found the child care and preschool programs to be in compliance with regulations.

OTHER INFORMATION

The preschool and child care programs have been under the direction of the Department of Community/Adult Education. High priority has been given to the value of the teaching and learning experiences in the care and education of young children. Following Board direction, these programs will become officially a function of the Department of Elementary and Early Childhood Education on July 1, 1990.

KINDERGARTEN PROGRAM

TEST RESULTS

CHECKPOINT TESTS

A checkpoint test was developed by the Evaluation Department to evaluate kindergarten students in January with a follow-up checkpoint test in May. This test is used to screen students for the K/1 transitional program.

Two hundred thirty five or approximately 9% were considered significantly below grade level and administered the kindergarten checkpoint test in February, 1990. Approximately 120 children with the lowest scores will be selected for the program, after retesting in May.

WAUPUN

Strategies in Early Childhood involves a developmental screening which is used as a first step in assessing each child's strengths.

During the current school year 519 kindergartners, or 19% of all kindergarten students, were referred for kindergarten enrichment classes. The capacity of these classes is approximately 250 children.

METROPOLITAN READINESS TESTS

No longitudinal data is available.

Readiness tests have questionable predictive validity and their use is being challenged by early childhood leaders as well as leaders in the field of evaluation and testing. The National Association for the Education of Young Children's position is that these tests should not be used to make decisions about entry into school or promotion to another grade. Poor performance may only indicate a lack of general knowledge or experience.

ADHERENCE TO STANDARDS, POLICIES, OR REGULATIONS

Current standards, policies and regulations are being followed.

ALTERNATIVE MEASURES BEING PILOTED OR USED

In an effort to locate more appropriate instruments to screen young children, the Brigance K/1 Screen Test will be piloted in the fall, 1990 to replace the Strategies in Early Childhood Screening (Waupun). The Brigance has been suggested from the state level and is a criterion-referenced test.

EARLY CHILDHOOD SPECIAL EDUCATION

TEST RESULTS

Individual student progress monitoring is carried out using Individualized Educational Plans (IEP). Student IEPs are evaluated and reviewed annually. Evaluation is individually designed so there is no aggregate data on student progress.

SURVEY RESULTS

The Early Childhood Special Education program initiated a program evaluation during the 1987-1988 school year. The results of that evaluation are filed in the Early Childhood Special Education office. The self-evaluation surveys and the third party evaluation results were utilized to develop the program improvement plan.

OUTCOMES FROM BUILDING GOALS

Some of the outcomes from the first and second year of the three year program improvement plan include:

I. Child Find Activities
   1. Contacted all Des Moines Hospitals and Social Service agencies in person
   2. Sent letters to all Polk County Pediatricians and family practice physicians
   3. Printed and distributed 500 posters
   4. Distributed 1,000 brochures to parents and community agencies
   5. Reviewed and selected a new screening device
   6. Trained staff on screening and family services

II. Program philosophy and organizational structure
   1. Developed philosophy statement
   2. Developed job descriptions

III. Curriculum and IEP Development
   1. Reviewed several existing curricula
   2. Received training in a new curriculum development process
   3. Selected new assessment instrument
   4. Developed plan to provide inservice on new assessments

IV. Program Options
   1. Reviewed literature on service delivery models
   2. Visited two other programs
   3. Surveyed parents
   4. Presented a recommendation to the steering committee to pilot 4-1 model
   5. Increased student placements in their own neighborhoods from 30% to 71%

ADHERENCE TO STANDARDS, POLICIES OR REGULATIONS

As the Early Childhood Special Education Program works toward full implementation of P.L. 99-457, several policies are being revised. Teachers working with infants and toddlers are allowed to accommodate the needs of families by using flexible work hours. A year-round flexible calendar will be piloted during 1990-91.

Heartland AEA 11 conducted a compliance review during the 1989-90 school year. The Early Childhood Special Education program was in compliance for all areas studied.

OTHER PRODUCT INFORMATION

All children who are enrolled in Early Childhood Special Education classrooms meet the criteria for receiving special education services. The following chart shows the placement for each child leaving the program for the last three school years.

Placement	1988-89	1989-90	Projected 1990-91
Kindergarten	16	17	18
Kindergarten with Special Education resource room assistance	17	6	-
First Grade	1	-	2
First Grade with Resource Room	-	1	2
Mental Disability-Self Contained Mild	17	16	20
Moderate/severe/profound	5	8	11
Behavior Disability-Self Contained	6	3	4
Autism	8	5	5
Physical Disability	1	5	4
Other	10	8	4
TOTAL	81	69	70

HEAD START

ADHERENCE TO STANDARDS, POLICIES OR REGULATIONS

An in-depth program evaluation was conducted in 1989. There were no areas of non-compliance, however, recommendations were made to increase income verification to one full year, enhance documentation of family contact, label parent bulletin boards, as well as a review and approval of financial reports and meetings should be done by parents. All recommendations have been implemented.

All standards required by the Child Care Food Program and the Department of Social Services have been met for the 1989-90 program year.

AWARDS OR COMMENDATIONS BY STUDENTS AND/OR PROGRAM

Des Moines Head Start received the Iowa Community Involvement in Education Award for the success of the Parent Growth Module pilot project with statewide recognition as a community contribution for developing partnerships in education. Head Start sponsored 38 parents in the General Education Diploma Program (GED). All of these parents were awarded certificates for their involvement in the GED Program during 1989-1990.

FUTURE PLANNING

EARLY CHILDHOOD PROGRAMS

The changes and circumstances of American families, the nature of poverty, and the increasing emphasis on the field of early childhood pose significant challenges for Des Moines in future years. The number of early care and education programs will need to expand in response to these changes and the rising number of children at-risk. Plans for the future must recognize the importance of quality early childhood programs in the total development of the child. The child development principles must be clearly communicated to parents, teachers, administrators, and the community. The decisions about early childhood care and education we make today have lasting efforts on the lives of children.

Expand Services.

The District is facing a tremendous challenge. There is grave concern for the education of disadvantaged children and the growing need for child care. There is a misperception that early childhood education and child care are discrete services. Child care opportunities are educational opportunities and educational opportunities fulfill child care. Nurturing and education cannot be separated. Families need school assistance in the form of full-working-day programs, extended day services or transportation to community services to help create continuity for the child and family.

We must be responsive to the family needs for child care, full year programming, transportation, and flexible school scheduling for conferences and other parent involvement.

Serve all Children.

Early childhood programs in the Des Moines District must work cooperatively and collaboratively to provide quality experiences for all children. We must continue to press for funding and work to insure access of early childhood services to all children, not just the poor or well-to-do.

Secure Facilities and Materials.

The Des Moines Public Schools must plan for accommodating a variety of early childhood programs (Head Start, the Des Moines Preschool Program, the Des Moines Schools Child Care Program, the Early Childhood Special Education Program, and the kindergarten through second grade programs) in a single facility. This will create the opportunity for multi-age heterogeneous groupings that are cited as a best practice in early childhood education. These facilities must have rooms that meet the Department of Human Services Guidelines for preschool programs.

Funds must be directed to the purchase of essential learning materials to provide developmentally appropriate activities at the kindergarten level.

Support Quality

We must continue to support high quality programs with regard to group size, ratios, staff training, developmentally appropriate curriculum, parent involvement and continuity. These indicators of quality are recommended by the National Association for the Education of Young Children. Quality early childhood programs provide comprehensive services in the areas of health, nutrition, and social services to children and families. The Des Moines School District needs to expand early childhood programs based on a Head Start model.

High continuity is essential as it relates to the compatibility of philosophical approaches and curriculum among the various programs. The focus should be on an upward extension of developmentally appropriate experiences, not a downward extension of formal academics, not only at a preschool level, but up to and including eight year olds.

There is a need to provide continuity from preschool to kindergarten in both curriculum and the ratio of adults to children.It is not reasonable to continue the current approximate 1 adult to 23 children ratio. Research strongly suggests a much lower ratio for this age level.

Certification of Professional Staff

All early childhood programs in Des Moines must be taught by persons trained in appropriate early childhood practices. The changes that have occurred in the field of early childhood have left this district with teachers who are teaching early childhood classes without the proper certification. We will need to facilitate opportunities for all staff to update and enhance their ability to work with children and families.

The National Governor's Conference strongly supports that by the year 2000, all children in America will start school ready to learn. Keeping in mind that funds spent on early childhood programs saves expenditures in the future, the Des Moines Public Schools must plan to meet this goal for all children to start school ready to learn.

APPENDIX A

Guidelines for Developmentally Appropriate Practice"

from
"Developmentally Appropriate Practice in Early Childhood Programs"
A Position Statement of the
National Association for the Education of Young Children
Young Children, September 1988

I. Curriculum

A. Developmentally appropriate curriculum provides for all areas of a child's development: physical, emotional, social, and cognitive through an integrated approach.

B. Appropriate curriculum planning is based on teachers' observations and recordings of each child's special interests and developmental progress.

C. Curriculum planning emphasizes learning as an interactive process. Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children, and materials.

D. Learning activities and materials should be concrete, real, and relevant to the lives of young children.

E. Programs provide for a wider range of developmental interests and abilities than the chronological age range of the group would suggest. Adults are prepared to meet the needs of children who exhibit unusual interests and skills outside the normal developmental range.

F. Teachers provide a variety of activities and materials; teachers increase the difficulty, complexity, and challenge of an activity as children are involved with it and as children develop understanding and skills.

G. Adults provide opportunities for children to choose from among a variety of activities, materials, and equipment; and time to explore through active involvement. Adults facilitate children's engagement with materials and activities and extend the child's learning by asking questions or making suggestions that stimulate children's thinking.

H. Multicultural and nonsexist experiences, materials, and equipment should be provided for children of all ages.

I. Adults provide a balance of real and active movement for children throughout the program day.

J. Outdoor experiences should be provided for children of all ages.

II. Adult-Child Interaction

A. Adults respond quickly and directly to children's needs, desires, and messages and adapt their responses to children's differing styles and abilities.

B. Adults provide many varied opportunities for children to communicate.

C. Adults facilitate a child's successful completion of tasks by providing support, focused attention, physical proximity, and verbal encouragement. Adults recognize that children learn from trial and error and that children's misconceptions reflect their developing thoughts.

D. Teachers are alert to signs of undue stress in children's behavior, and aware of appropriate stress-reducing activities and techniques.

E. Adults facilitate the development of self-esteem by expressing respect, acceptance, and comfort for children, regardless of the child's behavior.

F. Adults facilitate the development of self-control in children.

G. Adults are responsible for all children under their supervision at all times and plan for increasing independence as children acquire skills.

III. Relations between the Home and Program

A. Parents have both the right and the responsibility to share in decisions about their children's care and education. Parents should be encouraged to observe and participate. Teachers are responsible for establishing and maintaining frequent contacts with families.

B. Teachers share child development knowledge, insights, and resources as part of regular communications and conferences with family members.

C. Teachers, parents, agencies, programs, and consultants who may have educational responsibility for the child at different times should, with family participation, share developmental information about children as they pass from one level or program to another.

IV. Developmental Evaluation of Children

A. Decisions that have a major impact on children such as enrollment, retention, or placement are not made on the basis of a single developmental assessment or screening device but consider other relevant information, particularly observations by teachers and parents. Developmental assessment of children's progress and achievements is used to adapt curriculum to match the developmental needs of children, to communicate with the child's family, and to evaluate the program's effectiveness.

B. Developmental assessments and observations are used to identify children who have special needs and/or who are at risk and to plan appropriate curriculum for them.

C. Developmental expectations based on standardized measurements and norms should compare any child or group of children only to normative information that is not only age matched but also gender, culture, and socio-economically appropriate.

D. In public schools, there should be a developmentally appropriate placement for every child of legal entry age.